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INTERNATIONAL DIMENSION IN EDUCATION

International Relations Manager Guide

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C O N T E N T S

I. DEVELOPMENT OF INTERNATIONAL STRATEGY AT A UNIVERSITY	3
II. ORGANISATIONAL DESIGN OF INTERNATIONAL ACTIVITY	5
III. CONDITIONS FOR SUCCESS AND POSSIBLE PITFALLS	7
IV. FUTURE TRENDS	12
V. SUMMARY OF THE 1996 EAIE COURSE IN ADMINISTRATION OF INTERNATIONAL EDUCATION	14
1. Objectives	
2. Organisers and experts	
3. Target groups	
4. Organisational structure and delivery techniques	15
5. Contents of the course	17
VI. GLOSSARY OF TERMS AND ABBREVIATIONS	21
VII. REFERENCES	25
VIII. APPENDIX	26
1. Guidelines on the European Commission policy in higher education	A
2. Organisational models of the University of Limburg (NL), University of Ghent (Belgium), the Technical University of Aachen (Germany)	B
3. Quality evaluation in internationalisation	C
4. Information management	D

I. DEVELOPMENT OF INTERNATIONAL STRATEGY

Considerable expansion of international activities in universities in Europe over the last decade and the involvement in this process of East-European countries like Russia requires of its universities to put some things into clearer perspective. Among those things are the university institutional policy, its motivation and commitment for internationalisation, conditions for successful performance and obstacles, etc.

Many universities in Russia are challenged with the new realities and their ideology of international cooperation is still in the making.

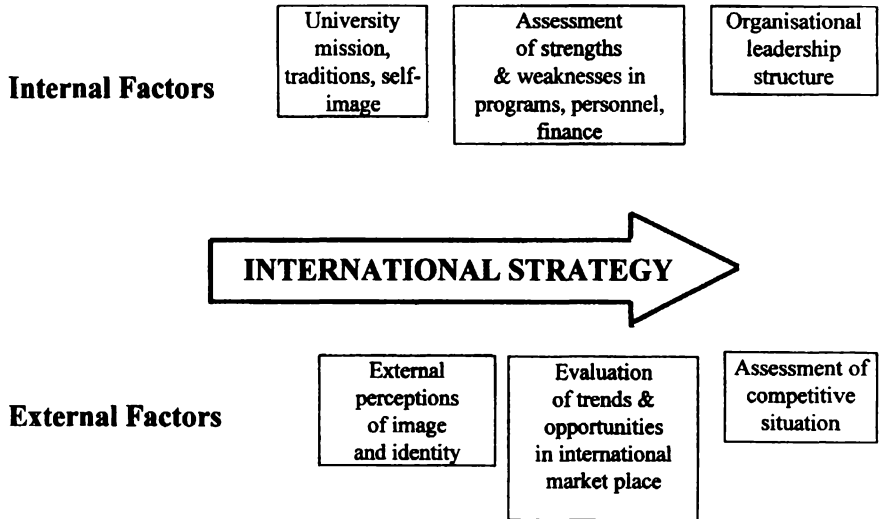
Although many western universities had had a vast experience in exchange programs in the previous years for them too the 80s and especially the 90s ushered in a new era in international relations due to the impetus given by European Commission in its "Memorandum on Higher Education in the European Community" (1991) and the Treaty of Maastricht (1993).

A great number of large-scale programs were launched both for West-European and East-European countries, among them ERASMUS, LINGUA, SOCRATES, LEONARDO, TEMPUS/TACIS, TEMPUS/PHARE, ESPRIT, BRITE, SPRINT, ECLAIR and many others.

With such an upsurge of international effort all universities were faced with the need to review and assess their achievements and potentials. quite a lot of work has been done theoretically that any university, east or west, may find helpful to design its own strategic plans in going international.

Thus in developing its international strategy the university should be aware of two sets of factors that can be used as checklists to avoid underperformance in the international area: internal and external. (J. L. Davis, 1995).

ELEMENTS IN THE DEVELOPMENT OF INTERNATIONAL STRATEGY IN UNIVERSITIES



II. ORGANISATIONAL DESIGN OF INTERNATIONAL ACTIVITIES

The typical controversy in the discussion of the most effective model in organising international activities is demonstrated by the dichotomy of the “top-down” and “bottom-up” approaches. The “top-down” model is characterised by a central policy, a strong international office and university-wide networks for cooperation and mobility to which all faculties are expected to adhere. The “bottom-up” approach gives a great deal of space to the initiative of faculties, allows for decentralised facilities and many and diverse networks.

Often internationalisation policy is a combination of both perspectives - initiatives at the departmental level may be strongly supported by the university administration in order to develop a high international profile. In such cases however at a certain level of activity interaction between the faculty and central levels is required.

Thus a most effective model should include three dimensions (Van Dijk, H., 1995):

- **policy dimension**: importance attached to internationalisation aims which can range from marginal to priority
- **support dimension**: type of support for internationalisation activities, ranging from uni-lateral (central or peripheral) to interactive
- **implementation dimension**: the way in which activities are introduced in an ad hoc or a structural manner.

These dimensions constitute the parameters of the internal process of internationalisation and project a **developmental model** with eight facets.

DEVELOPMENTAL MODEL

	policy	support	implementation
1.	marginal	one-sided	ad hoc
2.	marginal	one-sided	systematic
3.	marginal	interactive	ad hoc
4.	marginal	interactive	systematic
5.	priority	one-sided	ad hoc
6.	priority	one-sided	systematic
7.	priority	interactive	ad hoc
8.	priority	interactive	systematic

Institutions in **1**) engage in little international activity or are just starting the process of internationalisation. For example they may have a few international contacts or student/staff exchange in one or two departments (German Center at the German language department of the USPU).

Institutions in **8**) are highly internationalised. They have a clearly defined international policy which is broadly supported throughout the entire institution and there is a high level of activity with adequate support services both at the central level and within the faculties (TEMPUS/TACIS projects at USVPU).

III. CONDITIONS FOR SUCCESS AND POSSIBLE PITFALLS

Once the university has identified its position on internationalisation issues, its priorities and the general strategy it is ready to plunge into this new and often very challenging activity. This whole process can be generalised in three *p* - words that represent its three phases: policy, plans and practice. Their implications and the links between them are critical for the successful international performance of the university.

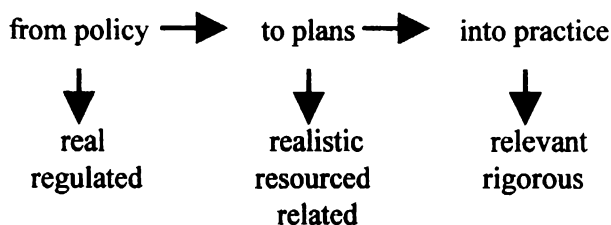
The institutional policy makers should ask themselves a few important questions from the very start of their work in this direction (McNay, 1995):

policy - is there real commitment or just rhetoric ? In other words will it endure the difficulties and problems of internal institutional life ? Is it regulated, i. e. revised from time to time and checked against the activity of practice ?

plans - are they realistic? Can they be resourced with all that is necessary, following full costings? Are they related both vertically and laterally so that there is consistency between levels and synergy across units?

practice - is it relevant to the needs of students or to the research attempts of the institution, to the institutional mission, policy and plans so that it adds value? Is it rigorous, not just tourism or a second-rate ghetto for overseas students, or other dubious activities ?

To make these arguments look more structured and concise we represent them in the following figure



Experience accumulated by many universities in the international field may be very helpful for the institution embarking on this career today. A number of surveys concerning the achievements as well as failures of some European universities demonstrate conditions for success and potential dangers the awareness of which may facilitate their endeavours (I. McNay, R.E.J. Rudzki, J. Knight, H. de Wit).

The following list makes an inventory of **conditions for success** common for most of the surveys carried out:

1. Commitment from key actors and agencies (favourable attitudes of staff, administration, partners)
2. Having the active support of senior management (rector, vice-rectors, board)
3. Having staff with a specific international brief
4. Having staff who are fluent in foreign languages
5. Clarity of roles and controls
6. "Chemistry" between key individuals, mutual understanding and support
7. Strong leadership (ability at the top to get things done)

In addition to these basic and most essential ones surveys also include other features considered as important in achieving success:

8. Known criteria for evaluation: awareness of inputs and outputs, including
a cost-benefit analysis established at the planning stage
9. Access to external funding
10. Availability of additional funds internally
11. Having access to information on good practice
12. Remission from teaching
13. Joint research
14. Long-term value objectives
15. Teaching structures that allow for overseas teaching and visits
16. Culture congruence between partners
17. International mix of staff
18. Enjoyment of traditional activities (European outlook)
19. Conference attendance for profile and contacts
20. Having staff experienced in teaching abroad
21. Positive attitude to foreign students

There is also another set of these rule-of-the-thumb requirements that play an important role in ensuring the success of the international mission. These are **qualities** that characterise one of the **key actors** on the scene of international cooperation - the international manager:

1. Strategic awareness
2. Adaptability to new situations
3. Sensibility to different cultures
4. Ability to work in international teams
5. Language skills
6. Relationship skills
7. International negotiation skills
8. Self-reliance
9. High-task orientation
10. Open, non-judgemental personality
11. Understanding international finance
12. Awareness of own culture background

Formulated like this these conditions may serve as checkpoints to evaluate both institutional and individual international performance at the university.

However knowing what conditions may guarantee success is not always enough. Some tips on what sort of obstacles expect you will help to avoid the pitfalls on this way.

Obstacles to internationalisation fall into three groups: most general external problems, internal university problems and individual problems.

I. The first set of problems can be called **all-European** and has to do with the diversity of this region and its education and culture (H. de Wit, H. Callan):

- ◆ diversity of stakeholders in higher education. The stakeholders are the European Commission, national governments, private sector, faculty, students, employers, parents, all of whom have different, sometimes conflicting, interests;

- ◆ regional differences. The different social, political, economic and educational systems in UK, Scandinavia, Central, Western, Eastern and Southern Europe make their impact on the institutional strategies;
- ◆ different educational traditions; institutional autonomy and dependence on national authorities may vary;
- ◆ diversity among disciplines in different institutions in the same sector of higher education;
- ◆ the language issue which is a very controversial topic and has two facets: 1) the importance of foreign language learning in internationalisation and 2) the protection policy about the language spoken by minorities (Dutch, Danish, Norwegian, Greek, etc.). This creates the problem of selection of the language of instruction because a lack of interest among foreign faculty and students in learning a minority language sets up a serious barrier for internationalisation. In these countries the emergence of English as a common language of instruction as a means to stimulate internationalisation is often controversial.

II. The second group of problems has to do with the situation *inside the university*:

- lack of funding (for new posts, additional costs, etc);
- lack of time and need for prioritisation (research. mobility, etc);
- lack of students with language ability;
- staff attitude (lack of enthusiasm, conflicting interests);
- lack of faculty and staff language skills;
- lack of infrastructure (administrative support, central international office);
- over-emphasis on Europe;
- reputation (market position, low profile);
- late entry into internationalisation;
- lack of knowledge about networks;
- organisational culture;
- size of institution;
- commitment of partners;

- competition;
- course structures;
- lack of cohesion across institutions;
- lack of good foreign contacts;
- lack of marketing capability;
- reluctance to consider joint degrees;
- quality;
- speed of reaction to possible failures;
- location of institution.

III. And finally there are obstacles of individual character. They are sometimes described in terms of contractual nature because they infringe on the interests of concrete faculty member or administrative staff:

- working unsociable hours;
- teaching overseas on vacation periods;
- reduction in research time;
- possible danger to a person (also in terms of losing promotion prospects);
- working in various locations.

At the root of many of these problems and not only in Eastern Europe or the “Third World” (although much more often in these geographical areas) is the fact that personnel departments founded in the conventions and beaurocratic complexes of national or local civil services may be quite unable to understand or support adequately an international mission.

IV. FUTURE TRENDS

The last decade became the time of intense interest and effort taken by higher education in internationalisation. Apart from achievements and failures analysis of the international effort shows certain vistas for the future. Most pronounced among the trends of the future are

- ❖ joint and dual qualifications;
- ❖ greater emphasis on non-European countries;
- ❖ increasing student mobility;
- ❖ harmonisation of educational systems;
- ❖ increasing staff exchanges;
- ❖ CATS/ECTS;
- ❖ increasing joint research;
- ❖ networks and strategic alliances;
- ❖ increase in distance learning;
- ❖ more Eastern European students and links;
- ❖ increase in foreign language learning;
- ❖ increasing importance of higher education;
- ❖ reducing funding and cost-effectiveness;
- ❖ more joint ventures;
- ❖ continuing education and vocational training;

- ❖ emergence of a group of learning EC institutions;
- ❖ greater integration of course materials;
- ❖ increase in staff language mobility;
- ❖ modularization;
- ❖ more overseas programs taught in English.

Summing up these four chapters we can say that the international policy of a university is not just a declaration of desire to get involved in international cooperation. It requires serious **preliminary assessment** of institutional needs and possibilities, **strong leadership**, **organisational infrastructure** and awareness of both **internal** and **external environment**.

When priorities for this work are set plans should be made and put into practice. At every stage the university should proceed from three simple principles; its **policy**, **planning** and **implementation** must be **realistic**, **relevant** and **regulated**.

Successful internationalisation is largely dependent on the favourable staff attitudes at all levels, good partners, active support of senior administration, international brief of the IRO staff, language skills of all parties involved.

The major obstacles to internationalisation are lack of funding, lack of staff and infrastructure, lack of linguistic preparation.

Future trends indicate increasing numbers of joint and dual qualifications, increasing student mobility, harmonisation of educational systems, better networks, greater focus on language skills, distance education, geographical expansion of educational programs.

V. SUMMARY OF THE EAIE COURSE IN THE ADMINISTRATION OF INTERNATIONAL EDUCATION

This annual training course for IRM was held for the 6th time and took place in Maastricht (NL) from 20 to 24 of May, 1996.

OBJECTIVE.

The course was designed to provide an introduction to the different aspects of internationalisation of higher education: the administration of educational programs, the organisation of international education within an institution and the organisation of an international office.

TARGET GROUP.

Starting professionals and specialists in international education within institutions of higher education and international organisations. Professionals from and outside Europe interested in European issues on the international education.

There were 24 participants from both EU and non-EU countries. The largest group were representatives of Scandinavian and North-European countries, such as Sweden(6), Denmark(2), Norway(1). Another group represented the Center of Europe - UK(2), the Netherlands(2), France(1), Ireland(1). Two participants represented South Europe - Spain and Greece. There were five representatives from East-European countries - Russia(3), Estonia(1) and Bulgaria and one participant from Australia.

So the spread of participating countries was quite wide and this provided the discussions a stimulating element of diversity.

ORGANISERS AND PANELISTS.

The course leader was Hans van Dijk, Senior Policy Officer at the Department for International Academic Relations, Nuffic, the Netherlands. He is one of the leading theoreticians in the field of international policy making in the Netherlands and has 14 years of experience as credential evaluator at Nuffic. He is also a policy officer at the University of Amsterdam and executive director of the EAIE.

At the final evaluation session of the course by the participants Mr. Van Dijk was given a unanimously high appraisal of his leadership for the top quality organisation and professional approach. Indeed the intellectual, diplomatic and personality contribution of the course leader can hardly be

overestimated, considering the diversity of the audience, their various backgrounds and attitudes.

As panellists, experts and lectures high-class professionals from university international offices, academic staff, government officials, members of the European Commission, electronic information specialists were invited from all over Europe to give the course a European outlook.

The list of guest lecturers included (in order of presentations) Peter Blok, senior Policy Officer, Office of Foreign Relations, University of Amsterdam; Blanca Smeets, President, Erasmus Student Network, Maastricht; Helmut Brammerts, Professor of linguistics, University of Bochum; Inge Ceuppens, International Relations Officer, University of Ghent; Daniel de Schrijver, Board Secretary, Administration for Higher Education, Flemish Ministry of Education; Lennart Johnsson, Assistant Director, External Relations Office, Royal Institute of Technology, Stockholm; Peter van den Bossche, senior lecturer, Program of European Law, Faculty of Law, University of Maastricht; Hans Aarts, Head of the Office for International Cooperation, University of Maastricht; Hans Philipsen, Vice-Rector for International Relations, University of Maastricht; Lieve van den Bossche-Bracke, Head of Department of European Education Programs, University of Ghent; Werner Weber, director of the International Office (Auslandsamt), Rheinisch-Westfälische Technische Hochschule (RWTH), Aachen; Gerard Majoor, International Relations Officer, Faculty of Medicine, University of Maastricht; Ulrich Hake, Policy officer, International Relations Office, University of Ruhr, Bochum; Jur Schuurmans, Policy Officer, International Relations Office, University of Nijmegen and member of the Electronic Networks and Information Sharing Group of EAIE; J. Barry, M. Karajalainen, P. van der Heijen, P. de Villes, S. Busby, Administrative Officers of the European Commission responsible for EU action programs.

ORGANISATIONAL STRUCTURE AND DELIVERY TECHNIQUES.

The course lasted for five days and each day was devoted to different aspects of internationalisation in higher education.

The delivery techniques of the course had a wide range. Principally they were arranged along three lines:

- panel work (mini-lectures by way of introduction to each theme given either by the course leader or invited experts, presentations and lectures by panellists, summing up by experts or course leader);
- interactive group work (discussion of presentations, interviews with key actors, group work on assignment, presentation of the group work in plenary sessions, exchange on the day's work and assessment at daily closing sessions);
- field trips to different universities to see things in action.

Organisation of group work and field trips deserves a few additional comments.

Group work became one of the major workshop activities and occupied from 30 to 50% of the time schedule every day. To work on assignments designed by experts 6 working groups were formed every day. Each participant was a member of a different group on each new case. The underlying principle was to mix people so they could really get in contact with everybody else and avoid uniform decisions and one-track approaches in working on the cases. Each group consisted of 5 people on an average and had to choose a leader to steer the discussion and a rapporteur to present the results at a plenary session. During the discussion each group was supposed to write down the conclusions on each case on special posters that were later displayed at the plenary.

The field trips were organised to the Rheinisch-Westfälische Technische Hochschule (RWTH) in Aachen (Germany) to meet the International Office Director and staff in their work places and interview them; to the University of Limburg in Maastricht (NL) where two presentations on information management and electronic information management were given by the university specialists from Ruhr and Maastricht followed by demonstration and hands-on experience with E-mail, Gopher, WWW and discussion lists; to Brussels where five European Commission officers discussed with the group EC educational programs in general and SOCRATES and LEONARDO in particular.

Speaking of the organisation of the course it should be mentioned that it was distinguished by precision, thoroughness and efficiency in every way although at any one time there were no more than two and often one assistant from the Maastricht University IRO.

An important element of the course was a day-to-day evaluation at a closing session and an extensive evaluation form at the end of the course to assess the structure, content and delivery of the training.

CONTENT OF THE COURSE.

This summary aims at giving an overall view of the daily activities with special emphasis laid on the group work because the content of the panel work and the field trips are sufficiently covered by the first four chapters of this paper and the materials in the appendix.

The work was organised around seven unit themes distributed over five days in the following fashion:

day 1 * Objectives and Motives for Internationalisation

day 2 * The International Dimension in Educational Programs

* Models for the Organisation and Administration of International Education

day 3 * Models for the Organisation and Administration of International Education Services to the Faculties: the Aachen Case

day 4 * Managing the Process of Internationalisation

* Information Management

day 5 * Working with Brussels

On the first day after the short introduction to the course by the course leader participants were invited to introduce themselves and tell about their expectations of the course that mostly boiled down to the give-and-take kind of expectations, i. e. sharing one's own experience and learning from others. After that group work on the meaning and objectives of internationalisation immediately began that involved people in lively discussions about the meaning of internationalisation for their home institutions, how it compares with the others and what areas of common interest can be identified for people from those different backgrounds.

At the plenary presentation of the posters it turned out that all of them contained quite a few items in common, among them

➤ higher quality of education

➤ awareness of one's own strengths and weaknesses

- comparative study of different cultures, education included
- bringing international dimension into one's system of education
- developing new courses, harmonising existing ones
- comparison and adjustment of academic standards
- access to new information, methodology, etc. in education
- better preparation of the students for the labour market.

There were minor differences in all the posters but on these issues consensus was achieved in all groups.

Interviews with different actors in the international relations sphere provided an insight into the specifics of their work, their motivation and interrelations with other actors. When asked what was the most interesting question they received a representative of the Flemish Ministry of education Mr. D. de Schrijver cited being asked: "What are you doing here as a government official?". This question unexpected in itself is also indicative of the difference in the mentality of West-European university policy makers and their East-European colleagues in terms of autonomy and educational traditions.

On the second day an expert from Sweden (Royal Institute of Technology, Stockholm) Lennart Johansson told in his presentation about his university's experience in offering interdisciplinary master degree programs to students from abroad.

Another presentation in the same key was made by Peter van den Bossche of the University of Limburg, the Law Faculty.

After they answered questions about their admission and selection rules, joint degrees and financial aspects another workshop for groups was held. This time it was channelled into a more practical lane - that of supportive services and the ideal organisation of international work at a university. All the participants contributed by sharing their own experience and some of the more interesting organograms are offered in the appendix. I could only note that there were two clearly discernible tendencies in this

discussion - a highly centralised approach with the ‘top-to-bottom’ model prevailing (Spain, Namibia, Russia, Greece) and decentralised “down-to-top” model (Sweden, UK, Denmark, Australia).

In the final discussion however everybody agreed that an ideal model should take into account both tendencies in international policy making and that in point of fact whatever model initially prevails at a certain point they should meet to ensure successful international performance.

The third day was entirely devoted to the overview and comparison of three international offices that managed to create a strong international profile for their universities: that of the Limburg University (NL), the University of Ghent (Belgium) and the Technical University of Aachen (Germany). All three universities have a very high success rate in their international program coordination although each of them has a character of its own in the managerial sense of the word.

The choice of the three different universities was not made by chance and it demonstrated three different models, all of which proved to be successful.

The Limburg University represented a most rigorously structured approach that depends on the strict adherence to the rules and provides a precisely organised and elaborate to the extreme mechanism.

The Ghent University has impressed the course listeners with the scale and dimensions of its international effort in the number and variety of the programs and their geographical span. It also manifested a successful joint venture of the university administration and national authorities to enhance the quality of education through internationalisation.

The Aachen case differed from the other two in that it showed a somewhat different approach in which on the one hand there is a high degree of formal subordination (“reporting and proposing to the rector, writing his speeches and reports”, etc.) and on the other a very strong “personality-oriented” style of work (strong IRO director’s leadership, “travelling with opinion makers, opinion development among students, boards, unions, personal contacts at all levels - professors, foreign guests, ministers, politicians).

All these universities feel very strongly about preserving their national language as a language of instruction and require of exchange students the knowledge of Dutch and German respectively. In Flanders Dutch is even legalised as an obligatory language of instruction.

Information on the three organisational models is enclosed in the appendix.

The most involving piece of work on day 4 was the brainstorming activity which suggested groupwork on an imaginary case and required the preparation of a SOCRATES application. The case was designed so that it offered to find a quick solution in international policy making under drastically changed circumstances. In fact a completely new international strategy had to be developed and proved.

Comparison of solutions and their analysis by the invited expert Gerard Major, project manager of Maastricht University, showed that international policy officer should first and foremost possess such qualities as strategic mentality and adaptability to new situations. Some of the solutions were rendered ineffective by steps of secondary importance, unnecessary details and dead-alley decisions. As a result time would be wasted, as well as opportunity and effort, and competition may be lost.

In this case by the way a special group of non-EU member countries was formed which included two participants from Russia, one from Namibia, one from Estonia, one from Bulgaria and one from Australia. The solution of the group compared well with the other ones and was given a positive evaluation by the expert.

The workshop of day 5 was located in Brussels where meetings with European liaison officers and coordinators of such programs as SOCRATES and LEONARDO were organised. There is not much to say about the program of that day because interesting in itself the topic was not relevant to Russian institutions whose participation in these programs is not envisaged in the near future.

At the final evaluation session the course was unanimously highly assessed by all the participants from all points of view - its content, atmosphere, daily organisation, information, etc.

The course leader handed out an evaluation form for prospective application of acquired skills (enclosed in the appendix) and summed up the activities, outcomes and the participants' performance by way of conclusion.

VI. GLOSSARY OF ABBREVIATIONS AND TERMS

This list of terms and abbreviations is meant to facilitate reading the materials on international education and its management not only because some of them are fairly new in this context but also because it's not always easy to find them in "non-specific" reference books.

Abbreviations used to name organisations and academic recognition systems:

EAIE The European Association for International Education. A non-profit membership association that provides training, information and other educational services to professionals in the field of international education, founded in 1989, based in Amsterdam.

ECTS European Credit Transfer System

EC European Commission

EFTA European Free Trade Association

CATS Credit Accumulation and Transfer System

IRO International Relations Office

NAFSA North American Association of International Educators.
Formerly National Association of Foreign Students Affairs

Nuffic Netherlands Organisation for International Cooperation in
Higher Education

Abbreviations used to name educational programs:

ICP International Cooperation Programs

BRITE Research Programs in Industrial Technology

ECLAIR Linkages between Agriculture and Industry

ERASMUS	European Action Scheme for the Mobility of University Students
ESPRIT	European Strategic Program for Research and Development in Information Technology
LEONARDO	A program for action in the field of vocational training
SOCRATES	An umbrella program covering three areas: higher education, school education and other measures (linguistic skills, distance learning, information provision)
SPRINT	Innovation in Technology Transfer
TEMPUS	Trans-European Mobility Program for University Studies
TACIS	Technical Assistance to Commonwealth Independent States
PHARE	Poland, Hungary, Assistance for Economic Restructuring

Terms used in the educational management context:

Actors (key actors): people involved in international education management, such as policy officers at different levels, faculty staff, national authorities.

Ad hoc activities: non-systematic approach to international relations, sporadic unregulated activities.

Alumni Association: association of former students of a certain educational institution.

Approach model: “*bottom-up*” - initiative in international relations comes from departments and faculty members to the central level; “*top-down*” - there is a strong central policy and infrastructure of networks at the institutional level.

Evaluation: analysis and assessment of international activities based on all types of participants' feedback (questionnaires, polls, statistical data, success rate, etc.).

Joint degrees/double degrees/ dual qualifications: a program of study with a single qualification awarded by two institutions; dual qualifications are two or more awards for the same program of study. Dual qualifications can be either national or institutional in their nature.

Institutional contract: international program that is intended to involve the whole university, and not separate departments or faculties. Requires working out a policy statement of the university on international issues in education with clearly identified priorities.

Input: resources involved in implementing international programs: personnel, funds, etc.

Marginal activities: activities that are not included in the priority strategic areas of university's international policy.

Marketing: activities of international relations officers to put their university on the international map, promoting its strengths and potentials.

Orientation programs: special course of introduction for international students to the new cultural community of the host institution focused on the cross-cultural comparison.

Outputs: results, achieved or expected in international activities (mobility of students and staff, number of programs, new courses developed, etc.).

Student mentors: students in international exchange groups who help newcomers to adapt to the new educational and cultural environment;

Tailor-made programs/courses: study courses or programs adjusted to the individual needs of an exchange student (in terms of academic recognition, credit transfer, language skills, etc.).

Target groups/Interest groups: people in higher institutions who are addressed by the international policy makers and who are expected to benefit from these activities.

University mission: it is closely linked to the institutional policy and clearly articulates the position of the university on international issues (its motivation, the scope of activities, regional interests, etc.).

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A

**Guidelines on the European
Commission policy in higher
education**

VIII. APPENDIX

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|---|---|
| 1. Guidelines on the European Commission policy in higher education | A |
| 2. Organisational models of the University of Limburg (NL), University of Ghent (Belgium), the Technical University of Aachen (Germany) | B |
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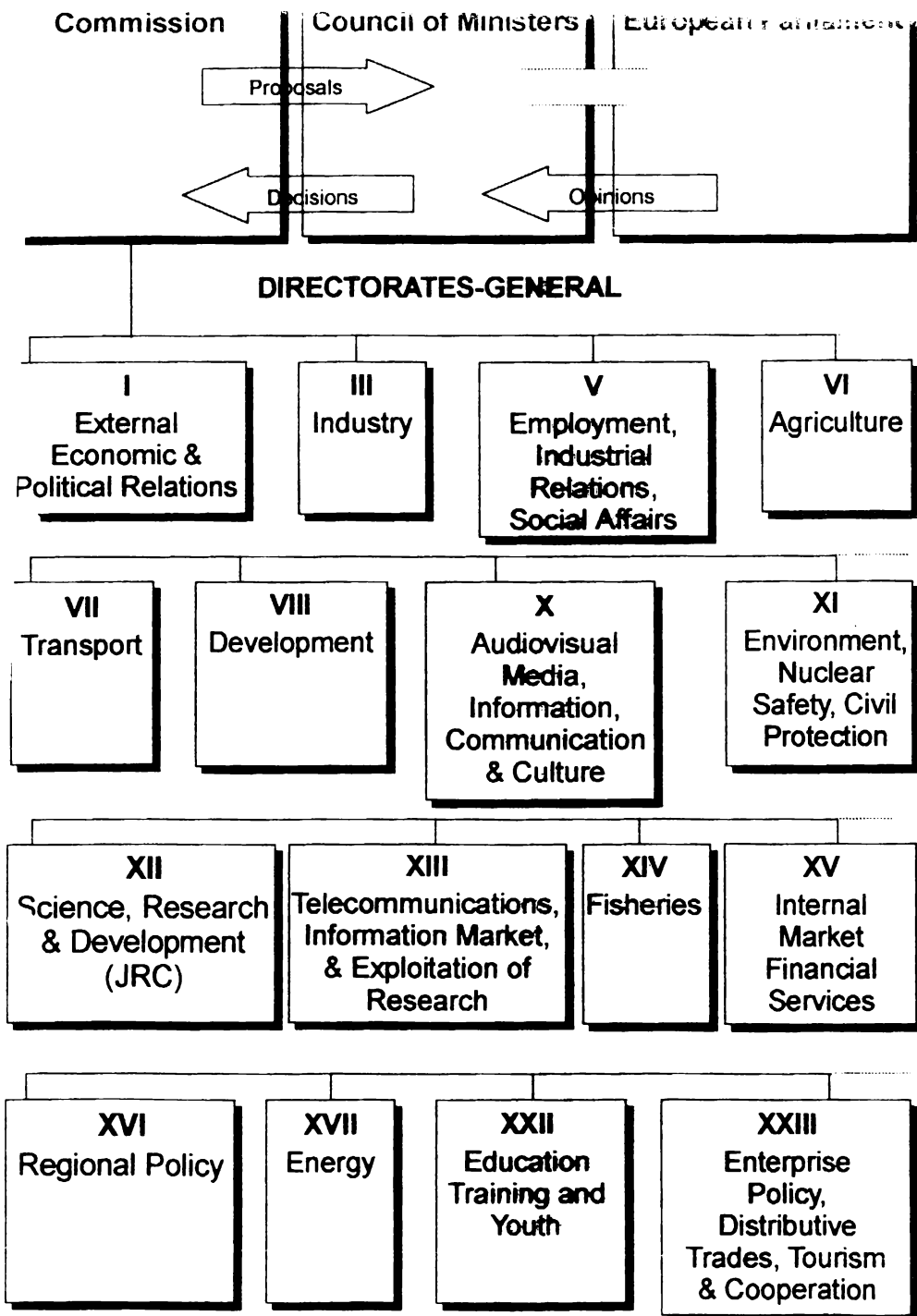
THE MAASTRICHT TREATY

Article 126

The Community shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organization of education systems and their cultural and linguistic diversity.

Actions:

- ▷ Promotion of languages of the member states**
- ▷ Mobility of students and teachers**
- ▷ Cooperation between education establishments**
- ▷ Exchanges of information and experience**
- ▷ Youth exchanges**
- ▷ Development of distance education**
- ▷ Cooperation with third countries**



THE EUROPEAN PARLIAMENT

626 seats (divided according to size of each member state)

election every 5 years

Shares legislative role with Council

- Co-decision with Council in some specific areas:
 - free movement of workers
 - single market
 - environment
 - trans-European networks
 - health
 - consumer protection
 - research
 - culture
 - education
- Shares control over Union's budget with Council
- Launches and amends policies
- Exercises democratic control:
 - comments and votes on Commission's programmes each year
 - has power to dismiss Commission by vote of censure

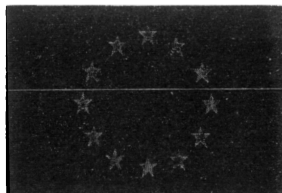
THE EUROPEAN COMMISSION

20 Commissioners appointed by member states with approval of Parliament
5 year term of office

- Ensures regulations and directives adopted by the Council are properly implemented
- Introduces proposals for new legislation/programmes
- Manages programmes
- Monitors effects
- Issues opinions
- Draws up and implements budget

c 19,000 staff

24 departments (Directorates-General)



B

**Organisational models of the
University of Limburg (NL),
University of Gent
(Belgium), the Technical
University of Aachen
(Germany)**

THE COMMISSION OF THE EUROPEAN COMMUNITIES

DG I	External Relations (Economic)
DG IA	External Relations (Political)
DG II	Economic and Financial Affairs
DG III	Internal Market and Industrial Affairs
DG IV	Competition
DG V	Employment, Industrial Relations and Social Affairs
DG VI	Agriculture
DG VII	Transport
DG VIII	Development
DG IX	Personnel and Administration
DG X	Audiovisual, Media, Information, Communication and Culture
DG XI	Environment, Nuclear Safety and Civil Protection
DG XII	Science, Research and Development: JRC
DG XIII	Telecommunications, Information Industries and Innovation
DG XIV	Fisheries
DG XV	Financial Institutions and Company Law
DG XVI	Regional Policy
DG XVII	Energy
DG XVIII	Credit and Investments
DG XIX	Budgets
DG XX	Financial Control
DG XXI	Customs Union and Indirect Taxation
DG XXII	Education and Training
DG XXIII	Enterprise Policy, Distributive Trades, Tourism and Cooperatives
DG XXIV	Consumer Policy Service

- Euratom Supply Agency

- Translation Service

- Office for Official Publications of the European Communities

- European Foundation for the Improvement of Living and Working Conditions

- European Centre for the Development of Vocational Training (CEDEFOP)

- European Training Foundation

The University of Limburg (NL)

- Organisation of International Education at the UL
- Brief description of Faculties/Programms at UL
- University Policy on International Education
- Development of Internationalisation at UL
- General organisation of our university
- Organisation of international education

External developments:

- ◆ The internationalisation of society in general
- ◆ The process of integration within the European Community, especially visible in the region surrounding Maastricht
- ◆ the changes in central and eastern Europe from 1989 onwards
- ◆ The initiation of policies and (EC) programmes to stimulate international cooperation in education
- ◆ New and faster communication means

Internal developments:

- 1987: Strategic planning document was developed:
 - the strengthening of the unique educational approach of all the university's activities
- 1987: Establishment of a central international office, with two main objectives:
 - to initiate international activities (in cooperation with faculties)
 - to develop an international policy for the university

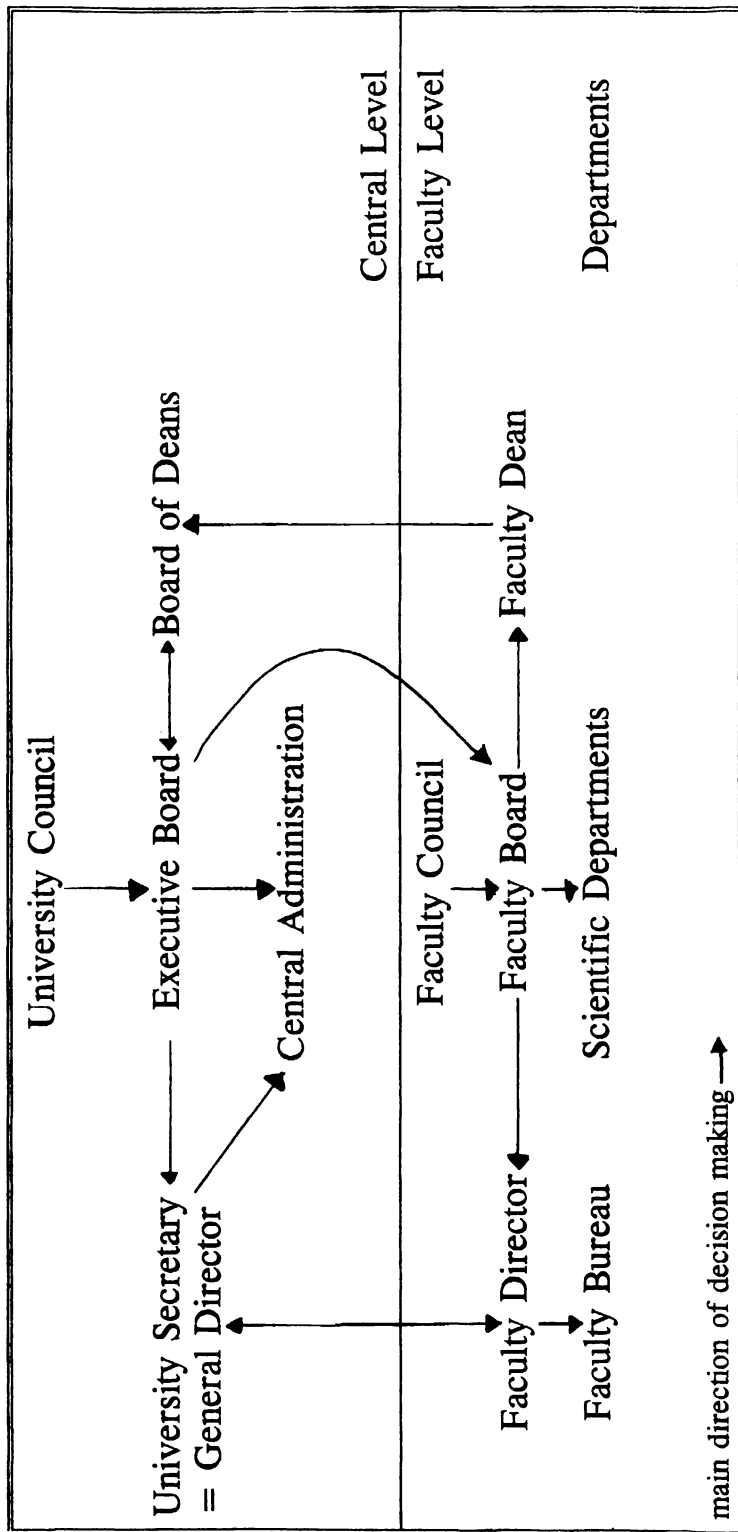
UNIVERSITY OF LIMBURG: FACULTIES AND UNDERGRADUATE PROGRAMMES

Faculty:	Subject:
Faculty of Economics and Business Administration	<ul style="list-style-type: none"> * Economics * Business Administration * Quantitative Economics * International Management * Econometrics * International Business Studies
Faculty of Medicine	* Medicine
Faculty of Health Sciences	<ul style="list-style-type: none"> * Health Policy and Health Management * Health Education and Health Promotion * Nursing Science * Mental Health Science * Theory of Health Sciences * Movement Sciences * Biological Health Science
Faculties of Medicine and Health Sciences	* Environmental Health Sciences
Faculty of Law	<ul style="list-style-type: none"> * Dutch Law * Fiscal law * Dutch Law/European Legal Studies
Faculty of Arts & Sciences	* Culture and Sciences Studies
Faculty General Sciences	* Knowledge Technology
Faculty of Psychology	<ul style="list-style-type: none"> * Cognitive Psychology * Biological Psychology

Further developments

- **from 1987 onwards, quite a few international programmes were developed within the faculties**
- **1988/89, a university policy on Internationalization was developed for the years 1990 - 1994 and adopted by the University Council in 1990**
 - **some general objectives, but**
 - **final responsibility at faculty level**
- **1990: Facilities created at central level:**
 - **Housing facilities**
 - **Center for European Studies**
 - **language training institute 'Worldneth'**
 - **ALMA-cooperation**
- **From 1989/1990 onwards, faculties started to develop their own international policies, in the framework of the university's general international policy**

Figure 1. Organization University of Limburg



General structure consists of two levels: a central level and the faculty level

At central level we have:

- an **Executive Board**, consisting of three persons, appointed by the crown: a chairman, the rector magnificus and a crown member.
Responsibility: day-to-day management of the university.
The Executive Board is assisted by a secretary, who at the same time is the director of
- the **central administration**, consisting of various departments (finances, human resources, student affairs, student administration, technical services, policy department, etc.)
- **university council**, consisting of 24 elected members (academic staff, administrative staff, students, non-university members)
Responsibility: controll the executive board
- **board of deans**, consisting of the five deans of the faculties and chaired by the rector magnificus
responsibility: advise the executive board and the faculties on all academic (policy) matters

At faculty level, this structure is more or less repeated:

- a **faculty board**, chaired by the dean, is responsible for the management of the faculty. Its secretary is the director of the
- **faculty bureau**, generally consisting of departments for education, for research and the faculty's administration
- an elected **faculty board**, with academic and administrative staff members as well as students, which controls the faculty board
- the various scientific departments, in most cases centered around an academic chair

Main Characteristics of this structure:

- **Decision making is to a great extent DECENTRALISED, that is within faculties**
- **Faculties are to a great extent AUTONOMOUS:**
 - **academically: they decide on the content of their education and research programmes, thus also decide on international cooperation/internationalization as part of their education policy;**
 - **administrative/financially:they have their own budget and their own administration and administrative staff**

Decision making at central/institutional level:

- **develop a general (strategic) policy framework and guidelines**
- **divide the budget over faculties; moreover, it has its own budget to stimulate and guide developments**
- **coordinate faculty initiatives**
- **represent the university as an institute**

Figure 2. Organization of international cooperation at the UL in 1987

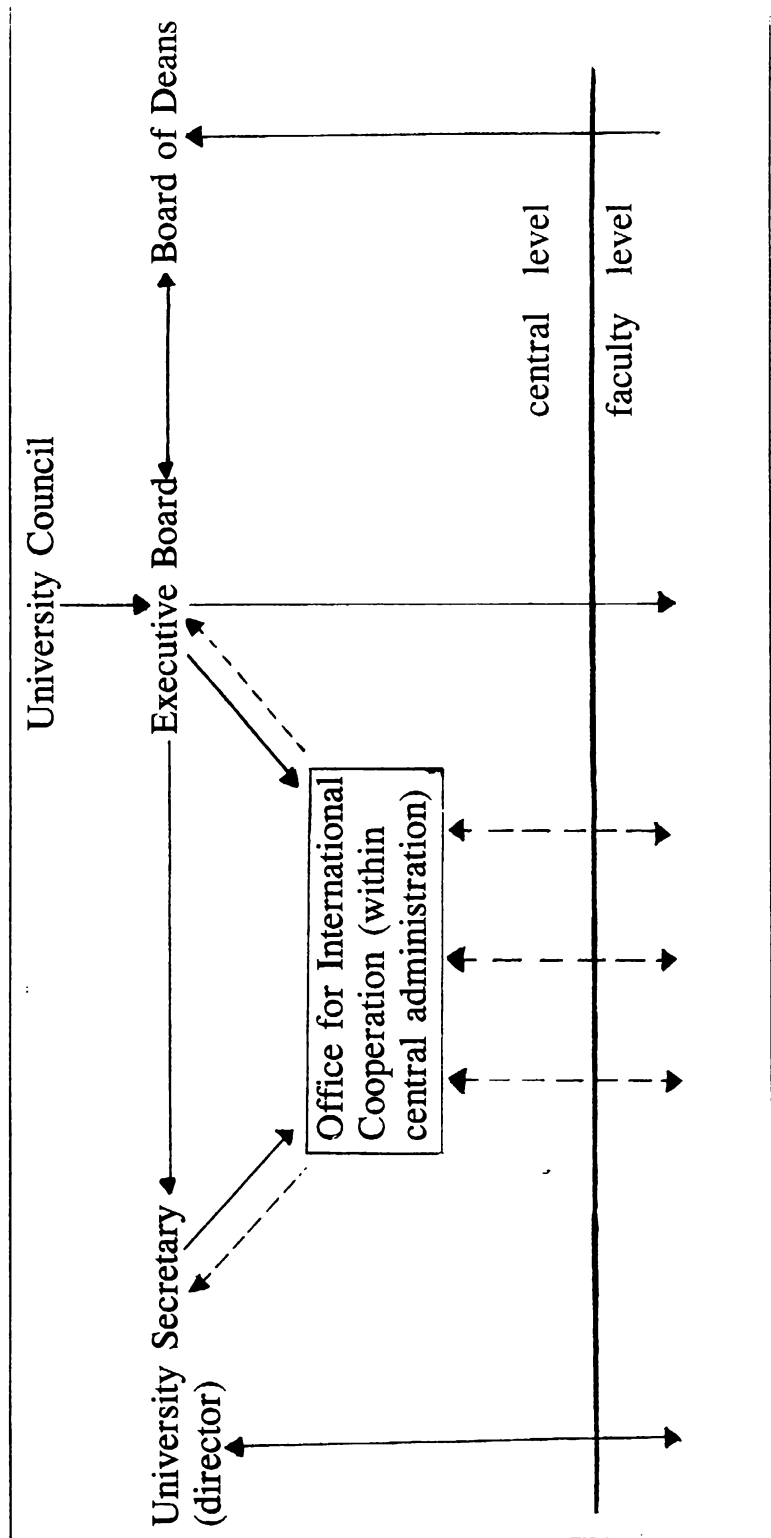
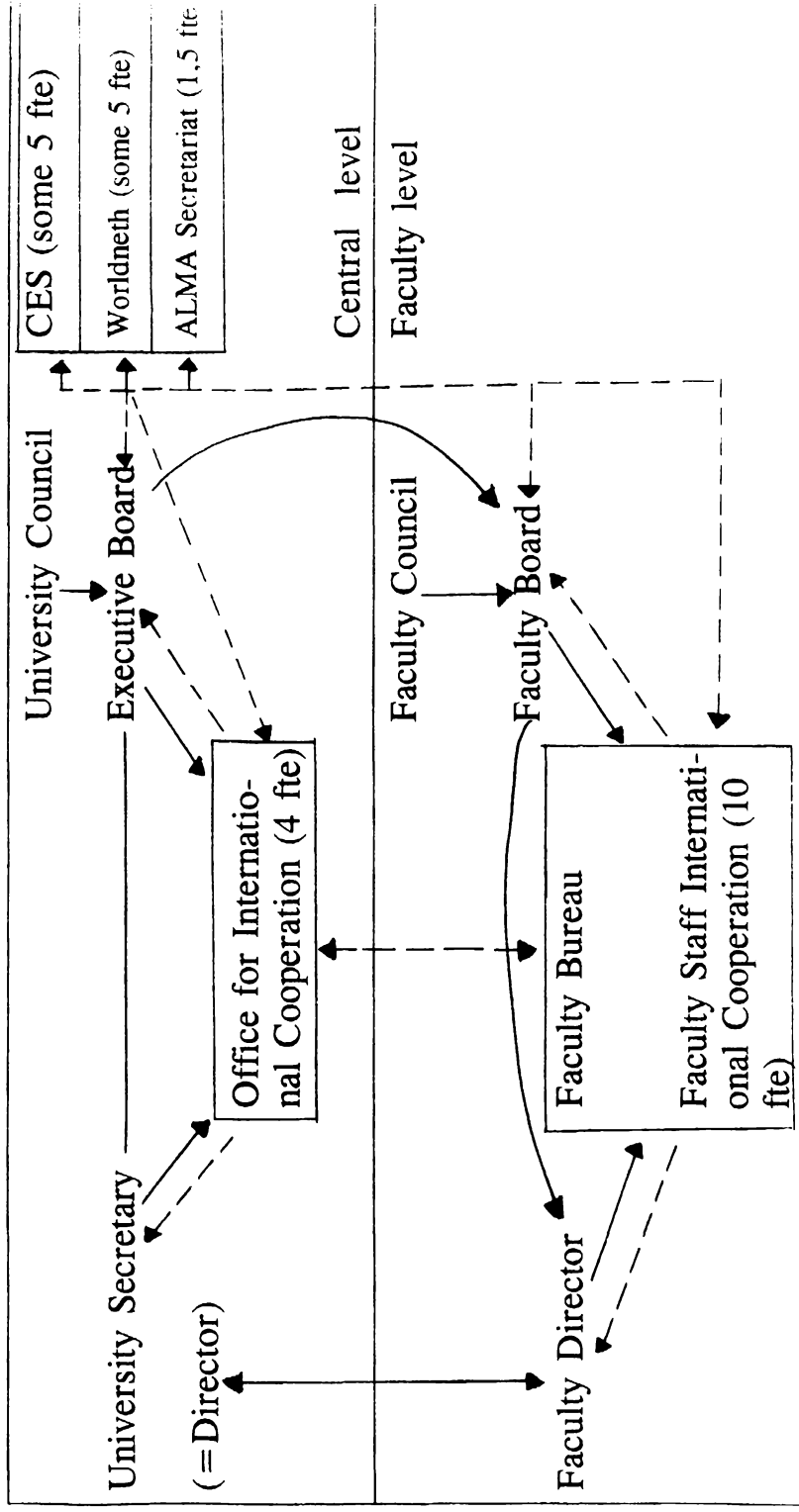
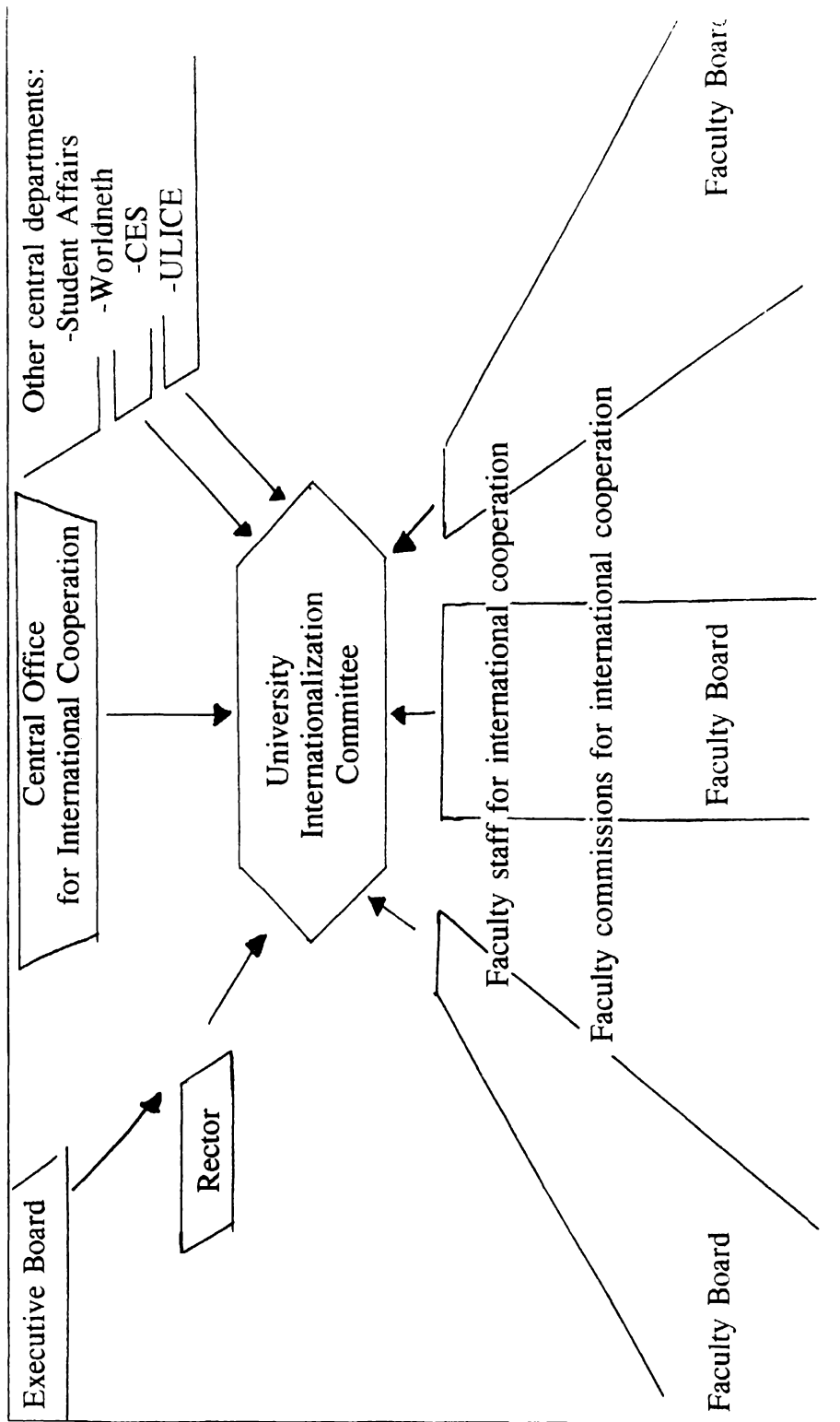


Figure 3. Organisation of international cooperation at the UL





STRENGTHS:

- **The main strength of this structure is that everybody involved in the organisation, at whatever level, is offered maximum freedom or autonomy in his or her work.**

= > people will work more motivated, efficient and productive

- **Decentralisation = generating more funds!**
 - **less dependant from external funding**
 - **more offices of International Relations together are less vulnerable for budget cuts**
- **Our experience that over the past 5 years much more initiatives have been developed in all corners of our university than could ever have been centrally planned or realized. Stimulating and supporting the initiative at decentral levels proved to be much more effective.**

WEAKNESSES:

- **The socalled 'grey' area => this may cause double work and inefficiencies.**
- **There is a tendency among faculty staff to go further and copy allmost ALL the activities performed by the central office.**
- **In other words, again, this kind of organisation depends in a crucial sense on communication, consultation and cooperation between central and faculty level in order to avoid double work and inefficiencies.**
 - => However, the cooperation is not always optimal. Causes of this may be: competitio among faculties (f.i. when the division of funds is involved) or when faculty interests confront institutional interests (f.i. when institutional policy is benificiary for some but not all faculties).**

"Introduction to the Administration of International Education"

E.A.I.E. Training Course

"The organisational model of the University of Ghent"

Presentation by Mrs. L. Van den Bossche-Bracke
International Relations Office
University of Ghent

Maastricht, 22 May 1996.

1. Introductory Note

European universities are nowadays confronted with new dimensions to the goals of higher education in a changing world. Developing into a European quality university implies being able to function in an international and a multicultural perspective. The rapidly changing setting for future Europeans with new demands on the actual generations of students, implies adequate strategies for the transfer of knowledge attitudes and top-quality skills in education.

The past 10 years the University of Ghent has been very active in establishing its European and international profile by multiplying academic links throughout Europe and the wider world, and by opening the doors of a traditional ivory academic tower. I will try to give you an impression of how a certain European strategy and policy has affected the University of Ghent.

To European standards the RUG is a rather young university, since it celebrated four years ago its 175th anniversary. It is also a medium-size university with 20.000 students, and about 3.000 staff members. Despite the budgetary limitations of a State University, the University of Ghent is a complete university with 11 faculties and full education and research infrastructure, as well as an elaborate network of social & health facilities. The teaching language at undergraduate level is Dutch.

The University of Ghent, however, is by no means a mediocre university. Starting from an underdog-position (young, medium-size, State University, minority language) we succeeded in gaining a certain place and fame in the European academic field. A decisive strategy and sustained policy of continuous and flexible evaluation and adaptation lies at the basis of a major European and International development of the University of Ghent during the last 10 years.

Starting from my point of view that the principle of spontaneous and organic growth for international cooperation may be very fruitful in an initial phase, it is my strong conviction that the danger of an uncontrolled and inefficient proliferation of exchange and internationalisation could affect in the long run universities. It is a luxury universities cannot afford to hold an unlimited number of exchange programmes and cooperation partners.

Priorities must be set and universities have to develop strategies in view of a long term policy with coordination at different levels, linked to the core functions of the university: education, research and high level service to society.

2. The Macro-Level

Since 1973 "education" has paved its way to the political agenda of the highest decision-making bodies in Europe. Though "education" was until the Maastricht Treaty not a real issue in the common EC policy-treaties, it became over the years clear that it is impossible to develop only a European economic, monetary and social community.

In the 1980's the EC has adopted an ever more active profile towards education matters. The important role of the Directorate General XXII in the European Commission, the "Education Paragraph" in the Treaty of Maastricht, and the recommendations of the White Paper (January 1996) are the most tangible results of this policy.

The political will to stimulate (and accelerate) European integration in Higher Education emanated clearly at the macro-level of the EC by the introduction of very specific European education and research programmes with important financial means for structural cooperation. Transnational network structures, transnational projects and mutual mobility to integrate European university structures are the key principles of these programmes

European programmes generated another set of programmes at the national level and the Flemish level to stimulate cooperation with universities abroad. The Flemish government has developed a policy to support programmes for impulses in strategic important areas. The University Ghent takes use of all the opportunities to extend its international profile.

3. Micro-Level: Policy at the University of Ghent

By means of a number of slides I will render you an idea to what extent the opportunities, created by the European Commission and later by other governmental bodies, to integrate the European and international dimension in education were grasped at the University of Ghent. The implementation at the micro-level of the University of Ghent of EU-programmes triggered a number of decisions within the university. The core of my presentation is, first, the establishment of the International Relations Office and its managing role in the existing programmes and, second, an overview of all the international activities of the UG and the role of the IRO.

3.1. International Relations Office: from DEP to IRO

1987 was a significant milestone in the internationalisation activities of the University of Ghent. Before then, international activities were limited to individual professors whose research brought them into informal contact with their foreign colleagues. International exchanges between students and lecturers were restricted in number and were largely confined to only a few subject areas, mainly the exact sciences. There was **no coordinated centralised policy** of international exchange.

All this changed in 1987 with the launch of the EU's Erasmus programme. The Erasmus programme prompted the university authorities to establish a centralised service, a **Department for European Educational Programmes (DEP)** to oversee its successful implementation at the UG. A member of the academic staff was appointed to head the DEP, since it was felt that an academic would more easily establish contacts with other academics.

The DEP's responsibilities were broadly divided into four main tasks: (1) the **dissemination of information and raising awareness**; (2) **screening and monitoring activities**; (3) **issuing publications**; (4) **lobbying**.

The **dissemination of information** and the **raising of awareness** among potential coordinators throughout the whole of the academic community was the first important step needed to obtain successful projects. It was recognised from the outset that the provision of good information depended on establishing reliable contacts. The UG therefore made great efforts to establish good relations with policy-making and administrative bodies such as the different Directorate-Generals of the European Commission, the Education Department at the Ministry of the Flemish Community (including the National Grant Awarding Agency), the Erasmus Office and now the Socrates office. My office also concentrated on establishing good contacts with individual professors: the interest shown by academic personnel for a particular programme was always followed up. The DEP's many personal contacts with individual professors, together with its regular supply of written information, helped to shape our information policy.

However, the success of the UG within a European context is not solely due to its good information policy. The practical guidance or **monitoring** of applications was also essential if projects were to be of high quality. From the outset, DEP staff assessed applications for their academic quality, their geographical balance, their reciprocity, their administrative support and their strategic long term outlook. This screening was made possible by the fact that the DEP staff were fully informed through regular contacts with the responsible offices which allowed them to gain insight into the priority areas being targeted by the European authorities.

Moreover, in the case of unsuccessful applications, the appropriate European authorities were contacted so that applicants could be given the necessary **feedback**. Apart from screening the applications, the DEP was also responsible for screening the financial reports. As a result, when the European Commission decided to audit the accounts of all Erasmus projects at the UG, very few irregularities were found.

Because so many activities were being developed at European level in a short timespan, my office felt it was necessary to distribute **some** of its **information** in published form. As a result, a series of **publications**, beginning with a manual containing a theoretical scenario for ICP promoters, was issued. Another practical tool for professors developed by the DEP was the "accounting sheet" aimed at clarifying the bookkeeping of an Erasmus project. This was followed by a number of information leaflets and promotional brochures targeted at students and professors in other countries. The DEP also took advantage of the latest electronic developments to set up a series of home pages on the World Wide Web containing up-to-date information about itself and the University in general (<http://www.UG.ac.be/dib/welcome.html>).

Another of the DEP's tasks, and one which tied in closely with all its other responsibilities, was to **promote** the UG abroad and to **lobby** on behalf of matters that were of concern to it. Projects can only succeed and become widely known if DEP staff lobbied the main organisations concerned. One of the main tasks of the DEP head was therefore to advertise the UG as a known partner, both to the European Commission and to universities in the other EU Member States. Part of the lobbying policy was the strong involvement of the UG, as a founding member, in the Santander Group (Later more about the SG).

The fruits of all these efforts are reflected in the **success rate** of the UG's Interuniversity Cooperation Programmes (ICPs) under the Erasmus programme. Some 39 per cent of the 33 project applications submitted in 1988-89 were approved, and during the 1990's this rate increased to over **90% on average**. The UG received in 1990 the Erasmus prize as a good example of what Erasmus at a major university should be'.

3.2. The Creation and New Mission of the IRO

The second milestone year for the UG was **1995**, when the university board decided to broaden the responsibilities of the DEP into the **International Relations Office (IRO)**. This decision was prompted by recommendations contained in a document entitled **Erasmus: Springboard to Socrates**, which was presented to the University Board on 29 April 1994. This document reviewed the progress of the Erasmus programme at the UG over the previous seven years. It also included an evaluation based on student accounts, reports by promoters and co-promoters and case-studies on specific subjects.

The main recommendation contained in Erasmus: Springboard to Socrates was for a **further centralisation of efforts to achieve internationalisation at the University**. This was a logical step, since a centralised approach implies an overall institutional involvement, a prerequisite for the Socrates programme.

As mentioned before, the University Board approved the recommendations set out in the Erasmus document, and decided to create a new unit, the International Relations Office (IRO). The IRO has **wider duties** than the DEP and, consequently, has a **larger staffing**. Duties are no longer restricted to administering programmes subsidised by the European Union only, but now extend to **all international activities** undertaken by the University. The internationalisation projects of the Flemish Community, the University's development cooperation projects, the university's bilateral agreements and its membership of international organisations are now all administered by the IRO.

3.3 IRO: Programmes

In order to give you a clear insight in the responsibilities and the day-to-day workings of the IRO at the University of Ghent, I will go over all programmes which are monitored at our office.

You will hear through my account that the IRO is responsible for disseminating information on the programme throughout the UG and for supervising its overall administration.

3.3.1 Socrates

In the spring of 1994, the UG had already developed a strategy to guide the university as a whole through the new process that the Socrates programme made necessary. However, before the European Commission ever decided on an institutional commitment, meaning, a central approach to the Erasmus programme, the UG already took a number of measures to support Erasmus initiatives at the faculty level, at a central level. Some of these measures include:

- flexible strategies for registering foreign students;
- measures to guarantee the recognition of academic qualifications
- a properly equipped Language Centre offering courses in almost all the languages and regular crash courses in Dutch for foreign students, which gives both outgoing and incoming students a sound grounding in languages
- an institutionalised approach to solving the problem of student accommodation, partly by setting aside a certain number of rooms for Erasmus students;
- an insurance scheme to cover accidents on or en route to the campus for UG students studying in another EU Member State;
- financial and logistical support for the Erasmus Student Network (ESN), which promotes the social integration of students and has launched a

number of commendable initiatives in Ghent (renting of rooms, bicycle hire, etc).

An institutional education policy at European and international level, as advocated by the Socrates programme, is not merely a hollow phrase. It is a **genuine aim**. The UG is **ready for the institutional contract**. Its wide quantitative and qualitative experience, the enthusiasm of its individual academics and students and the support provided by the university administration are all designed to guarantee a successful implementation of the Socrates programme.

The experience of Erasmus not only guarantees success, it also renders an idea of the workload the IRO takes. Each year 250 incoming students and 400 outgoing students go through our office; 109 professors participated in the Erasmus programme meaning that 109 professors are in touch, on a regular basis, with the IRO.

Writing the Institutional Contract involves a number of actions including informing the faculties and approving of a workable structure. After a number of information sessions at the faculties, consensus was found to establish a **Committee for Internationalisation** at faculty level. Within the faculties, according to guidelines and recommendations given by the IRO, activities for the Socrates programme were discussed and decided upon. Each Faculty Committee elected a chair who is in continuous contact with the IRO. As such, the information from the different professors is easily channeled to the IRO.

As a side remark, I want to stress that the Committees for Internationalisation (FCIs) were set up in order to help centralise Erasmus information. However, the FCIs are meant to be the forum within each faculty to discuss and decide on any international activity. In conclusion, one may definitely say that the Socrates programme induced the UG to create a transparent and efficient structure to communicate between the IRO and the faculties for the Erasmus activities. Soon, it became clear that all international programmes will benefit from this new structure.

Concerning the Socrates programme I would like to mention that the UG has greatly contributed to the European Commission's information campaign for the Socrates programme. In March and April 1996, the IRO organised two international seminars for 80 university staff throughout Europe to highlight the new institutional contract.

3.3.2 The Tempus/Phare programme

The UG has been actively involved in the Tempus programme since 1990, the year it was launched. Based on the experience acquired in administering the Erasmus programme, the UG became a pioneer in the Tempus programme.

During the 1990-91 academic year, the UG submitted 44 Joint European Projects (the European total was 1,338), 7, (or **16%**) were approved. The European average during the 1990-91 academic year was **11%**.

The annual increase in the number of countries eligible for aid was matched by a rise in the UG's level of participation in Tempus projects. During the final year of the Tempus I programme (1993-94), the UG took part in 23 JEPs, 4 of which were coordinated in Ghent. The UG's good reputation as a Tempus partner was also boosted by the high quality of the project proposals in which it was involved. Although the number of projects approved at European level has barely risen (12% in 1993-94), as many as half the applications involving UG participation have been awarded a Tempus grant (53% during that same year).

The extension of the Tempus programme (Tempus II, launched in 1994-95) and the material changes that accompanied its relaunch led to a review of the Tempus/Phare policy conducted by the UG and the IRO.

Since the evaluation of project proposals under Tempus II gives preference to projects coordinated in the Central and Eastern European partner countries themselves, the IRO's work of providing practical assistance for the drafting of project proposals has been transferred from its own professors to those in the universities of the partner countries. The IRO now also acts as a **liaison body** for Central and Eastern European universities seeking partners for their projects. In order to retain an overall picture of the Tempus activities being undertaken, the IRO will closely monitor (the administration of) each project.

The UG is currently (i.e. during the 1995-96 academic year) participating in 26 JEPs, with a roughly equal share of 'structural' and 'mobility' JEPs. The original Phare Member States, Poland and Hungary, are still the UG's main partner countries (respectively 8 and 6 JEPs). Other projects are also running in Bulgaria (5), Lithuania (2), the Slovak Republic and Latvia (1 each). The UG has worked with Slovenia on two projects in the period leading up to 1994-95.

Some **210 students** from the UG's partner countries have so far spent time studying at the UG in the context of a JEP (mainly mobility JEPs but also to a lesser degree structural JEPs). In 1994, the UG sent its first students to study at its partner universities in Central and Eastern Europe. To date, 9 UG students have spent time studying at a partner university in Central or Eastern Europe.

3.3.3. Tempus/Tacis Programme

The UG has been involved in Tempus-Tacis since it was launched on 1 January 1994, and during the first year submitted 8 proposals for pre-Joint European Projects, 2 of which were approved (out of a European total of 77). This is equal to a 25% approval rate, which matches the European average.

For the 1994-95 academic year, the group of countries eligible for aid was enlarged, and as a result, applications submitted by the UG rose to 14. Only one pre-JEP proposal submitted by the IRO was approved.

This disappointing result prompted the UG **to review its policy** for the 1995-96 academic year. An extremely **thorough screening and monitoring procedure** for projects carried out by the IRO resulted in fewer applications (11) but yielded **better results**: 4 proposals for pre-JEPs and one JEP received approval.

An even clearer indication of the higher quality of the proposals is the fact that the JEP which is being coordinated by the IRO in partnership with the Ural State Vocational Pedagogic University in **Ekaterinburg** (Russia) has been awarded a grant of ECU 888,360 for the three-year project period. This is the highest amount ever awarded to a JEP (the European average is ECU 400,000).

URAL-project:

In 1993 a Cooperation Agreement concluded between the university and the Russian Ministry of Education paved the way for cooperation with four universities in Ekaterinburg within the framework of the URAL-project : Upgrading of Regional Academic Level. URAL is an ambitious project, as it is mainly focussing on an improvement of the university management, which affects in the end all faculties and departments of the partner universities in Ekaterinburg. The project is being financed by the Flemish and European Community and by own university means as well. Activities include staff mobility, the installation of Student Mobility, a Language and a Computer Centre, the creation of a computer network, etc.

There has also been a perceptible improvement in the geographical distribution of projects. The IRO's pragmatic approach is to collaborate with periferic universities, instead of universities in capital cities, which has clearly helped to gain the UG a higher approval rate for its projects.

3.3.4 The Leonardo programme

In 1994-95, the UG continued its involvement in a number of Comett initiatives for encouraging student traineeships, intensive courses and staff exchange programmes right up to the end of 1995. Most of these projects were organised through a 'pooling' procedure, that is, by using an existing Comett University Enterprise Training Partnership (UETP) as an intermediary. The UG has continued to act as a partner in various applications under the new Leonardo programme. The approved projects are gradually gaining publicity, so that from next year onwards students will be able to go on internships in a foreign company under the Leonardo programmes. By the deadline of 26 May, 7 project proposals will be submitted in which the UG participate⁵

3.3.5. The Jean Monnet programme

Three earlier initiatives (two 'permanent courses' and one 'European Chair') are currently being conducted at the UG in the context of the Jean Monnet programme to encourage and supplement the promotion of European

integration in education. These initiatives are being carried out at the Faculties of Law and Political and Social Science and at the School for Management Studies. The JM experience is being used for our Institutional Contract of the Socrates programme.

3.3.6. The Med-campus programme

Med-campus is a European programme for encouraging educational cooperation between universities in the EU Member States and those of the Mediterranean countries.

Since the launch of the Med-campus programme in 1992, a total of 28 projects has been submitted by Belgian universities (acting both as promoters and co-promoters), and 11 of these project proposals have been approved. The UG is acting as promoter for one project and is participating as a co-promoter in 5 scientific projects for the staff exchange, the training of interns and the development of curricula.

3.3.7. EC-USA and EC-Canada

These programmes are designed to promote cooperation between the European Union and the United States/Canada in the field of higher education. The UG has taken part in a pilot project on Urban History, as a result of which the first exchange students were sent to the US in 1994-95. The UG has submitted 4 proposals during the last call for applications under this programme, which has now been widened to include Canada.

3.3.8. The Alfa programme

Alfa is a European Union aid programme for encouraging collaboration with Latin America, which was officially launched in Coimbra on 6 May 1994 for a five-year period. The Alfa programme is designed to promote the rationalisation of institutional organisational structures in Latin American universities through the provision of financial aid to academic collaborative partnerships.

Since the beginning of 1995, three calls have been organised, and this has allowed the UG to submit project proposals at three different times. A total of 31 project proposals have been submitted by the UG (as promoter and co-promoter), 7 of which have been approved. This can be regarded as a positive success rate, given the extremely limited financial resources available.

The UG cooperates with a number of Alfa programmes with Spanish universities since these have more experience with cooperation in Latin America. A fine programme was submitted by the Deusto University in Bilbao with which the IRO maintains good contacts.

3.3.9 International Projects

The cooperation activities named International Projects (funded through the national government) are essentially programmes designed to support or consolidate the local education in developing countries. These programmes have only been administered by the IRO since 1 January 1995. The

management of these applications has changed in the sense that **greater synergy** is now being sought with the other programmes administered by the IRO.

The UG currently operates two separate programmes in the field of university development cooperation: overseas cooperation projects (home-grown projects) and international study and traineeship programmes (ICPs). Each of these programmes has its own characteristics, guidelines and criteria. In the future, a new form of cooperation will be added to these existing programmes, namely Institutional University Cooperation with **priority centres** abroad.

On 23 March 1995, the University Board decided to establish a **Commission for Development Cooperation** chaired by the Rector. The Commission acts as an advisory body for matters relating to development cooperation, considers requests from the State Secretary for Development Cooperation and prepares and evaluates project proposals within the context of university development cooperation. The IRO prepares the meetings of the Commission and follows up all activities spread over all faculties. Moreover, the success rate in approval has greatly increased since the IRO informs the academics on the criteria used at the time of evaluation.

3.3.10 Internationalisation Programmes

The Flemish government has funding available for the Flemish universities for cooperation projects in a number of countries: China, South Africa, Russia and Ukraine. Projects are drawn up in various specialisation areas. The collaboration includes staff and student exchanges, purchase of equipment, congress participation etc. Most professors applying for a programme benefit from other schemes (such as a bilateral agreement) as well.

3.3.11 Bilateral agreements

The UG has concluded bilateral cooperation agreements in 30 different countries. The most recent were concluded with West-Cape Belville University in South Africa in the summer of 1995 and with Birzeit University in the Palestinian Territories in December 1995. In the policy of searching for synergy between various programmes and for co-financing, these universities

were estimated to be important to be taken up in the BA schemes of the UG. Negotiations designed to lead to a bilateral agreement with the University of Timisoara in Rumania and with the University of Malta have reached an advanced stage. Since the IRO assumed responsibility for these bilateral agreements, it has been conducting a thorough evaluation of all the agreements which have been concluded in the past. In an initial phase, all the agreements were recorded in an inventory which is designed to allow them to be **managed efficiently and rapidly** in the future. During a second phase, the implementation of each agreement was assessed and a cost-benefit analysis was made for each. This analysis will be used to define a policy by which a number of agreements will be concluded and the agreements which have already been concluded will be activated. Others will be put to an end.

3.3.12 The Santander Group

The University of Ghent became member of the Santander Group in 1988, a reliable quality network of over 30 closely cooperating universities which has gradually developed into a dynamic and professional body.

As "an integrated network of European universities" the three most prominent tasks and concrete goals of the Santander Group Development Plan are:

- to liaise with corresponding members in other Santander Group universities;
- to encourage staff and student mobility;
- to co-operate for the development of joint curriculum programmes and research projects.

The Santander Group is now becoming a **tool** for active interaction and tangible European impact by introducing and implementing **strategic management** as an important issue of the Group policy.

First I will consider the **philosophy of network management** before turning to its practical implementation.

Initially the Santander Group formed a relatively loose confederation of institutions, for

- the establishment of "special academic, cultural and socio-economic ties",
- the provision of mutual "advanced facilities" and
- the institution and maintenance of "privileged channels of information and exchange".

However, to ensure cohesion and to function properly, such a network needs proper **management**, especially within an academic environment, where decision-making conditions are governed by processes of consensus-building and discussions among equals (who are usually not professional managers).

Such professional management can only be achieved by a common strategy based on long-term objectives and implemented by means of an effective structure.

As **Strategic Management** is indispensable for the implementation of this philosophy the Santander Group has established a structural framework with a balance between academic, administrative and legal competence. Therefore the Santander Group was constituted as a non-profit making organisation according to the Spanish Law.

A network of universities needs effective **leadership** by academics with the will for dialogue and the capacity to weigh alternatives, the courage to take decisions. The SG bodies are the Steering Committee which is in charge of outlining an overall policy; a five-strong Executive Committee acting as a working party that both executes and prepares the Steering Committee policy; occasionally these two main bodies are assisted by specific task forces.

As an important tool in achieving the objectives and disseminating the results, the Santander Group **Development plan** plays an important role in the further growth and strategy of the group.

A fourfold strategy is based on the four mainstays of the actual Santander Group strengths; the measurement of results; the image-building of the Group and the development of new initiatives.

A good development plan serves a double function, as a constant guideline for the day-to-day execution of its activities and at the same time as a credible document for informing European and international organisations about the Group's activities, aims and achievements.

Strategic Tools of the Santander Group

1. Competent and dedicated **Liaison Officers** in each of the member universities regularly *provide* relevant and reliable information to fellow Santander Group liaison officers and also rapidly *distribute* the Santander Group information they receive. The Liaison Officers are responsible for the practical day-to-day management of the network, taking into account the golden rule of Information Processing: rapid, regular, relevant and reliable.

2. & 3. As some important tools for communication and cooperation the SG **Newsletter** and the SG **Database** stimulate, facilitate and promote common initiatives.

4. The Santander Group **Central Secretariat** provides administrative support with a four-fold function.

As a *Data Bank* the secretariat collects and processes data effectively and regularly; moreover it acts as a *Task Force*, being a reliable transmitter of data; rapidly identifying worthwhile projects and activities, it performs a *Head Hunter* role; finally the Secretariat is also growing into a well-equipped task force to assist the entire Santander Group.

5. Academic competence and excellence is achieved in regular **sectorial meetings**, organised in different academic fields and stimulating academic participation and cooperation among member institutions.

In September 1992 a first meeting was held at the University of Ghent in Food Technology, a vital, but rather underdeveloped academic field in European Universities. It was agreed to submit an Erasmus application for a Masters' Course in Food Technology with participation of at least 10 universities of the Santander Group. Beside this Erasmus initiative, several Tempus (both Phare and Tacis) and research projects are being developed.

Members of the Santander Group also have access to the privileged bilateral contacts that have already been established by the other universities in the network. For example: because of the historic links with Latin-America, the Iberian partners from Spain and Portugal the UNITWIN programme allow all Santander Group universities to be part of 6 cooperation schemes with 6 major South-American universities.

4. Conclusion: the Sound of C

The historical outline, I presented to you from the DEP to the IRO clearly shows that the University of Ghent is going through a process in which the internationalisation is systematic and has a high centrality. These statements are based on a number of observations:

1. A large body of international activities in many categories reinforce each other and have intellectual coherence. **Cross-fertilization** is a distinct feature of central offices that, on the basis of information, know to link up professors with different aspects of international activities.

2. The UG is in a stage in which a European mission, and by extension, an international mission will be formulated explicitly. That mission will be supported with specific policies and supporting procedures.

3. The University Board has in the past, and will in the future, allocate financial means to the international programmes it gave full support to.

4. A dedicated organisational structure (IRO) is in place to support the range of international programmes I described above. The relationship between the IRO and the academics has a constructive nature.

5. Staff taking substantial efforts to participate in an international programme are rewarded with financial bonus for further action.

I hope to have provided some proof of the University of Ghent's policy to create and support an outstanding but permanent framework of flexible structures with a high-quality academic standard which allow a rather young, medium-sized university with a minority language to respond effectively to the needs of a changing Europe.

I also hope to have it made clear to all of you that the success of the internationalisation policy at the University of Ghent is the result of a fine-tuning of administrative and academic forces with the same forceful European spirit.

As you can see on the slide, some **key-words** all starting with a C guide the work done at the IRO. At this stage these words lead us through the throes of the preparation of the Institutional Contract. They are, however, the guiding principles in the day-to-day work of the IRO of the UG. ~

Technical University of Aachen (Germany)

joining.doc

1880 Year of foundation as Politechnikum

1948 Rheinisch-Westfälische Technische Hochschule

1996 Nine Faculties:

01 Mathematics and Science

Mathematics, Computer Science

Physics, Chemistry

Biology

02 Architecture

03 Civil Engineering

04 Mechanical Engineering

Production Engineering

Aero and Space Engineering

Chemical Engineering

05 Mining, Metallurgy, Geology

06 Electrical (and Electronics) Engineering

07 Arts (*Humanities*)

08 Economics

~~09 Education~~

10 Medicine

1996:

35 000 students (4 200 foreign)

500 professors

1 800 other academic staff

8 000 other employees

The institution RWTH (1)

RWTH RHEINISCH-
WESTFÄLISCHE
HOCHSCHULE
AACHEN
INTERNATIONAL OFFICE

International Interaction

Any action or reaction related to foreign persons or institutions

examples: recruitment of foreign students
funding of studies or research abroad
provision of information

International Cooperation

Activities with a partner unit abroad

examples: ERASMUS exchange
cooperative doctorates
common research projects

International Dimension

Any aspect that reflects the international roll of the institution

examples: foreign language education
translation
equivalence

Common International Action

Activities undertaken in cooperation with international partners and organisations aiming at the development of the institution in its national and international context

examples: European accreditation and educational standards

International Dimension
(2)
Terminology

RWTH RHEINISCH-
WESTFÄLISCHE
TECHNISCHE
HOCHSCHULE
AACHEN
INTERNATIONAL OFFICE

2. The International Dimension at RWTH Aachen

2.1 Interaction without Extra-mural Partners:

Education:

Incoming foreign students

Outgoing RWTH students

Outgoing RWTH teachers

Research:

Incoming foreign scientists

Outgoing RWTH staff

Information:

Visitors

International Presentation

International Dimension
(5)

RWTH RHEINISCH-
WESTFÄLISCHE
TECHNISCHE
HOCHSCHULE
AACHEN
INTERNATIONAL OFFICE

3. Resulting Duties of the International Office of RWTH Aachen

(in italics: IO not the main actor)

related to

a) RWTH education for foreign individuals

- Study and admission information for foreign applicants
- Admission and registration of foreign students
- Validation of foreign school leaving certificates
- Validation of foreign certificates of higher education
- Access to German language tests and courses
- Assistance in immigration and residence matters
- Accommodation assistance
- Introduction to the RWTH
- Regional excursions
- Advice in social and financial affairs, financial emergency assistance
- Management of funds for the support of foreign students
- Tutors for foreign students
- *International Students Club*
- International certification and verification
- *Re-integration support*
- *Alumni contacts*

b) Education and training abroad for individual RWTH students and graduates

- Information on higher education abroad
- Information and guidance on study abroad programs
- Information on financial support schemes for studies abroad
- Management of financial support funds for studies abroad
- International certification

International Dimension
(9)

RWTH RHEINISCH-
WESTFÄLISCHE
HOCHSCHULE
AACHEN
INTERNATIONAL OFFICE

International Dimension at RWTH Aachen (continued)

b) Cooperation and Exchange:

Education:

Tailor-made study and training periods for students of cooperating institutions abroad

Tailor-made study and training periods for RWTH students at cooperating institutions abroad

Internationally joint educational programs

Improvement of the prerequisites for international mobility

Research:

Foreign scientists coming in

Staff going out

Technology Transfer and industrial cooperation

Institutional development:

IIT, TEMPUS

International Dimension
(6)

RWTH RHEINISCH-
WESTFÄLISCHE
TECHNISCHE
HOCHSCHULE
AACHEN
INTERNATIONAL OFFICE

International Dimension at RWTH Aachen (continued)

2.3 International Dimension sur place

Education:

Foreign language training

German as a foreign language

Studienkolleg (preparatory college for foreign students)

European Credit (Transfer) System

Integrated recognition of study abroad periods abroad

Visiting teachers from abroad

Development of new educational structures

Research:

Research documentation

Information:

Information materials and media (WWW)

PR strategies and materials

International Dimension
(7)

RWTH RHEINISCH-
WESTFÄLISCHE
TECHNISCHE
HOCHSCHULE
AACHEN
INTERNATIONAL OFFICE

Resulting Duties of the International Office (continued)

(in italics: IO not the main actor)

related to

c) RWTH research opportunities for foreign scientists

- Admission and enrolment into a student status
- Validation of foreign certificates of higher education
- Access to German language tests and courses
- Assistance in immigration and residence matters
- Regional excursions
- Advice in insurance affairs

d) Research abroad for RWTH graduates

- Information on institutions abroad
- Information and guidance on research abroad programs
- Information on financial support schemes for research abroad

e) Institutional cooperation and programs:

- *RWTH partnerships*
- RWTH mobility programs
- Promotion of the departmental international educational cooperation (i.e. SOCRATES, ALFA)
- ECTS development
- *Management of the euregional link (ALMA)*

International Dimension
(10)

RWTH RHEINISCH-
WESTFÄLISCHE
HOCHSCHULE
AACHEN
INTERNATIONAL OFFICE

Resulting Duties of the International Office (continued)

(in italics: IO not the main actor)

f) Maintenance and development of the institutional international operability

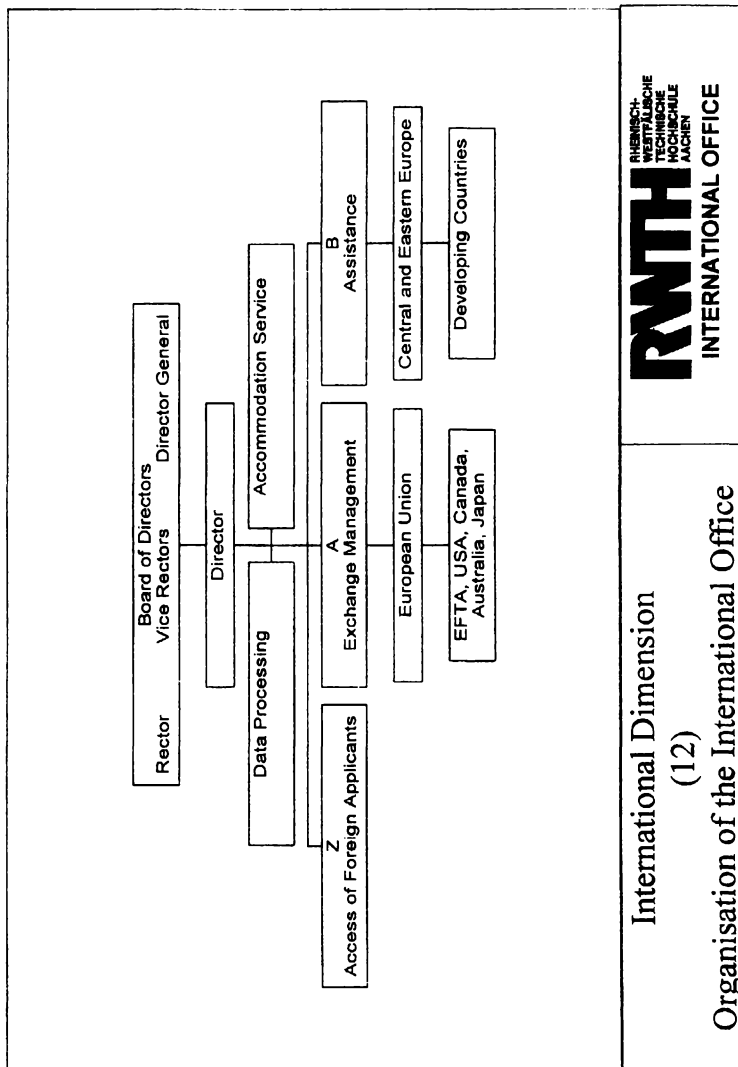
- Information in foreign languages (paper, electronic)
- *Internationally orientated PR*
- Equivalence handling and agreements
- *Foreign language instruction*
- Documentation and maintenance of international links and contacts
- *European Credit System*
- *Membership in international organisations*
- Cooperation in the framework of international organisations (CESAER, networking)
- National cooperation in international affairs and projects (Ministries, DAAD, TU/TH group, AAA NRW)

d) in research:

- Mediation of work places
- Registration of foreign scientists
- Validation of foreign degrees
- Access to German language tests and courses
- Assistance in immigration and residence matters
- Accomodation assistance
- *Information on sponsor programs for outgoing staff*
- *Information on international research promotion*
- *International Technology Transfer*

International Dimension
(11)

RWTH RHEINISCH-
WESTFÄLISCHE
TECHNISCHE
HOCHSCHULE
AACHEN
INTERNATIONAL OFFICE



C

**Quality evaluation in
internationalisation**

Quality in internationalization

Guidelines for the assessment of the quality of internationalization in Higher Professional Education (HBO)

Chapter 4

Instruments

4.1 Checklist for institutional self-evaluation of internationalisation (Finland)*

4.1.1 Strategy and policy

- Does the university have a strategy for internationalisation? Is it an integral part of the institution's overall strategy?
- Does the university have a written internationalisation policy plan, in which priorities and concrete actions are elaborated?
- Are the changes and requirements occasioned by internationalisation taken into account in the university's development processes? Have the university's weaknesses and strengths in respect to internationalisation been acknowledged so that the university can take full advantage of opportunities and avoid risks?
- Is international cooperation, including academic cooperation and mobility, an integral part of the university's activities? Have the priorities and goals for international education been formulated in sufficiently concrete terms in key planning documents?

4.1.2 Organisation and structures

- Are there clear procedures for planning and decision making on issues relating to internationalisation at all levels, and are these procedures an integral part of the administrative procedures of the university and its departments?
- Does the university's personnel policy take into account the needs of internationalisation? Is recruiting of new staff done internationally? Are staff members given the possibility to participate in training to enhance the skills and awareness needed in international education activities? Is selection and recruitment of new staff (academic and administrative) targeted at personnel who are active internationally? Are international-education-related activities considered a merit for teaching staff in their academic portfolio?
- Are activities related to international education part of the university's overall quality assurance system? Is international education seen as an important contributor to the quality of education as such? In so far as performance indicators are used, do they measure the activities from a quality-conscious perspective? Are departments or offices rewarded for internationalisation activities? Are incentives used for individuals?
- Have procedures been developed to continuously and consistently assess all international education activities and make changes in policy/programmes/services on the basis of this assessment?

* First published as an appendix in: Snelman, O. (ed) (1995) *International Education in Finnish Universities: Goals, Prerequisites and Evaluation, CIMO Occasional Paper 1*, University of Lapland/Centre for International Mobility (CIMO), Helsinki. Reproduced here with permission.

- Are the support services for international education and international research cooperation sufficient and well organised? Has the infrastructure necessary for international cooperation both in research and in education been developed so that the university can function in international education networks and both send and receive researchers, teachers and students?
- Does the university have a special office for dealing with international-education-related issues, coordination and development? Does this office have adequate resources?

4.1.3 The university's external relations

- Has the university signed international cooperation agreements with foreign partners to enhance internationalisation? Are the agreements functional? Are the departments committed to cooperating with these foreign institutions?
- Have resources been secured for activities within these cooperation agreements on a permanent basis?
- Have clear procedures been developed for the establishment, management and periodic evaluation of linkages?
- Is the external communication of the university also geared to an international audience? Is there a policy for international communication and marketing? Is the university's image presented effectively and reliably abroad?

4.1.4 International interaction of academic staff

- Have the goals for the mobility of academic staff been set clearly? Are these goals being met? Is mobility mainly focused on research activities, or do staff members also teach in foreign institutions? Is the emphasis consistent with the priorities set in the university policy? Do a number of academic staff from foreign institutions visit the departments annually? Is the teaching of visiting teachers additional to (eg voluntary courses/lectures) or part of the basic curriculum?
- Do the academic staff participate in joint international projects (research cooperation, joint exhibitions and productions, etc)? Do the academic staff publish in international journals? Are contacts in research cooperation also used for the establishment of cooperative effort in education?
- Do the academic staff actively participate in international education networks? Is the cooperation usually based on the commitment of one individual member of the staff, or does the faculty/department participate on a broader basis? Are the partners in international education networks also used as partners in international research cooperation?
- Are graduate students actively taking part in international research projects and international educational networks?

4.1.5 Students

- Are there clear quantitative goals for the number of students studying abroad annually? Are these goals being met? Are studies abroad recognised fully? Do outgoing students

receive intensive preparation for their study abroad period? Do a number of students participate in international training programmes? Does the training form part of their degree course?

- Are there international students, both degree students and exchange students, on campus? Is student mobility reciprocal? Have procedures for the social guidance and academic counselling of international students been agreed upon clearly? Is the guidance provided sufficient to make academic success and social integration possible?
- Is feedback from students participating in international education programmes (programmes for international students and exchange programmes) collected on a regular basis? Is the information made available to other students?

4.1.6 Teaching and curriculum

- Can the curricula at the university be considered as internationalised (international and comparative content, a European dimension, foreign literature and other study material, foreign languages, intercultural communications skills)?
- Is a sufficient amount of instruction given in a language other than the native language of the country? Is this instruction part of the degree studies, part of the normal curriculum for degree students, or is it geared to international students only?
- Is the amount of foreign language studies offered sufficient? Does the curriculum in foreign languages include courses in intercultural communication and culture studies? Do the students have the opportunity to take less popular languages, and can additional language studies be included in the degrees? Are international students and staff members offered an opportunity to take courses in the host country's native language and culture?
- Does the teaching make sufficient use of modern teaching methodologies and distance education?
- Have the procedures for the recognition of credits been set and are they clear and consistent? Is there clear agreement with the partner institutions and the students about the way in which periods of study abroad are assessed? Is ECTS used to facilitate these processes?
- Does the university have joint or double degree arrangements with partner institutions abroad?

This instrument was developed by the Centre for International Mobility (CIMO) in Helsinki, in close cooperation with the Finnish universities.

4.2 Guidelines for the assessment of the quality of internationalisation in Higher Professional Education (HBO) in The Netherlands*

4.2.1 Presentation of the instrument

The publication reproduced in this chapter is intended to be used as a guideline for assessing the quality of the international activities within the study programmes of *hogescholen* (institutions for higher professional education in The Netherlands). The instrument has been developed by the Working Group for Quality Assurance in HBO of the International Relations Forum for Hogescholen. In the development of the ideas that form the basis for these guidelines and in the development of the instrument itself, the Working Group has been able to benefit from the personal advice of colleagues from the Office of the HBO-Raad and of Nuffic (Netherlands Organisation for International Cooperation in Higher Education), and the Higher Education Inspectorate was involved in the project in the role of observer.

The instrument has been developed as a consequence of an increasing need for the assessment of the value and quality of international activities. The approach that was taken to internationalisation is broad and comprises student mobility, staff mobility, curriculum development and organisational and policy aspects. Developments at national and EU level also contributed to the need for the development of such an instrument, in the opinion of the Working Group.

The Dutch government policy paper '*Grenzen Verleggen*' (Widening Horizons) already stated that "A thorough evaluation of measures is desirable for future policy development... Attention will be paid to the development of indicators that can support the evaluation of the effects of internationalisation".

In addition, in the framework of EU policy and agreements, internationalisation is increasingly being placed in the context of quality improvement of education, and initiatives are discussed with regard to the internationalisation of quality assurance.

The evaluation report of the STIR-HBO programme by Twijnstra Gudde proposes the following with regard to internationalisation: "An instrument needs to be developed and deployed that enables a closer monitoring of quality and efficiency. The responsibility for this monitoring should to a large extent be assumed by the *hogescholen* themselves." (p. 59). A reference was already made in this context to a possible role for the HBO-Raad and Nuffic with regard to the development of such an instrument.

The present systems of quality assurance do not appear to include the international or internationalisation objectives of study programmes at *hogescholen* automatically or systematically. It is hoped that this instrument will change this practice. It has been developed notably for self-evaluation. The board of the HBO-Raad views the instrument as an important initiative of and for *hogescholen*. The board has refrained from taking an official stand in this regard, but will bring the instrument to the attention of future visitation committees, also because explicit connection has been made with the present system of sectoral quality assurance in *hogescholen*, by means of including the six quality perspectives in the application of the instrument and by means of basing it on the same structure and parameters.

* Produced by the HBO-Raad/Association of Dutch Polytechnics and Colleges, and first published in 1995 by Nuffic (Netherlands Organisation for International Cooperation in Higher Education). Reproduced here with permission.

4.2.2 Background and method for application of the instrument

4.2.2.1 Introduction

In the preamble the increasing attention for the quality of internationalisation in higher professional education was already referred to.

The basis of these guidelines is the proposition that internationalisation contributes to quality (improvement) of education. However, internationalisation can only improve the quality of higher education if the quality of these internationalisation activities themselves is sufficient.

In order to monitor the quality of internationalisation activities it is necessary to know how this quality can be determined or assessed. In other words: which aspects should be the focus of the quality monitoring?

Below, guidelines are presented for assessing the quality of internationalisation activities. It has been decided to coordinate these guidelines with the quality assurance system that has been operational for some time now within the sector of higher professional education. The guidelines consist of two parts. In section 4.2.2, the background of the structure and the method for application of the instrument is outlined. In section 4.2.3, the instrument itself is presented.

The objective of these guidelines is threefold.

- to provide a *hogeschool* or study programme with a clearer perception of the quality of the internationalisation activities. On the basis of such a quality assessment a *hogeschool* is able to define which aspects need to be further improved;
- partially within the scope of the previous objective: to facilitate the inclusion of the aspect 'internationalisation' in a self-evaluation report, which is mandatory in the framework of the sectoral quality assurance system for higher professional education;
- to assist in developing and evaluating the internationalisation policy of a *hogeschool*, by means of the criteria formulated in the instrument.

The guidelines should therefore be explicitly perceived as a tool for self-diagnosis for study programmes or institutions. By means of this instrument the state of affairs with regard to the quality of internationalisation activities can be determined, and the programme or institution gains a clearer view of opportunities for improvement.

The authors of these guidelines have developed this instrument on the basis of their experiences in internationalisation. They do not presume the instrument to be comprehensive: new and other perceptions and opinions in the areas of internationalisation and quality assurance are conceivable and possible. It is hoped that these guidelines offer a stimulus for further completion of the instrument 'Self-evaluation of internationalisation, quality assessment of internationalisation in HBO institutions'.

In the next section, a brief explanation will be given of two aspects of the quality assurance system. This concerns, firstly, the way in which quality can be determined (quality assessment). On the basis of experiences with quality assurance systems in higher profes-

sional education, a definition and a description is given of six perspectives or points of view from which the quality of an educational institute can be perceived. Secondly, it will be decided which aspects of the activities of an educational institute need to be taken into account when assessing the quality of the activities (the 'quality objects'). Connected to this, the question is briefly addressed whether internationalisation is a separate quality object or whether it is integrated in all quality objects.

The introduction is concluded by a section in which an explanation is given of the possible method for application of the instrument in practice.

4.2.2.2 Quality assessment

In order to investigate and assess quality it is necessary to define first of all how the concept of quality is interpreted. This is a complicated task, as quality can have different meanings for the different stakeholders. Lecturers, for example, will think the subject content important, students want to be offered a 'do-able' study programme; and institutional management, government and the professional field all have their own specific and different interests as well, with regard to the determination of the definition of quality.

As has been stated in the introduction, on the basis of experiences six perspectives have been defined. A perspective is a way in which quality can be perceived. The six perspectives are:

- **The formal-legal perspective**

Quality is defined as the fulfilment of the legal regulations, procedures and agreements applicable to the educational institution.

- **The subject or disciplinary perspective**

Quality is defined as teaching staff members acting in accordance with the accepted discipline-related and professional standards.

- **The business or economic perspective**

Quality is defined as the achievement of objectives without wasting student talent or production means such as money, time, accommodation, equipment and staff. Effectiveness and efficiency are thus measures of quality.

- **The consumer-oriented perspective**

Quality is defined by the extent to which the services meet the characteristics and the wishes, expectations and needs of (potential) students.

- **The labour market perspective**

Quality is defined by the extent to which educational institutions are able to quickly adjust to the developments and demands from the labour market.

- **The organisation development perspective**

Quality is defined as the ability of educational institutions to continue to realise the required or desired educational objectives, based on the ability to define and implement institutional policies.

4.2.2.3 Quality objects

Quality objects are defined as those aspects of the activities of an educational institution, by which the quality can be gauged. A set of possible quality objectives is enumerated below:

- conceptual context
- curriculum (in-school and out-of-school)
- learning process
- student enrolment
- student transfer
- student graduation
- organisational structure and arrangements
- policy
- external orientation
- internal system of quality assurance
- prerequisites and conditions
- personnel
- personnel policy
- material infrastructure/facilities

In the enumeration of quality objects, 'internationalisation' is lacking. The reason for this is that internationalisation should be an integral part of an educational institution and should not be seen as a separate object. This will be explained by means of several examples.

Within the quality object curriculum, internationalisation activities such as study or practical placements abroad or preparatory modules for a career abroad play a role. The enrolment of foreign students, for which the provision of information should be adapted, is an element of the quality objective student enrolment. A special supervision or mentor programme for foreign students can be part of the student transfer objective.

In this way, within each quality object aspects may be found that are related to internationalisation activities. These aspects are elaborated in the instrument.

The emphasis that is awarded to the different quality objects depends on the internationalisation objectives of a *hogeschool*. A *hogeschool* that concentrates exclusively on internationalising the curriculum will emphasise the conceptual framework, the (in-school) curriculum and the quality of lecturers, whereas the objective of stimulating student mobility implies that the (out-of-school) curriculum and the enrolment and transfer of students will be emphasised.

4.2.2.4 Method of application of the instrument

A number of measurement items are formulated for each quality object in the instrument. A measurement item indicates what the requirements are for an institution for sufficient quality on that item.

Next to the column with measurement items, an assessment column is included. In this column, the position of a *hogeschool* with regard to a given measurement item can be indicated. Are the item requirements completely fulfilled, does a study programme completely neglect this item or is the position in between? The position can be scored on a five-point scale.

- **A Which objectives?**

In the first place it is useful to investigate the general objectives of the study programme. In section 4.2.2 it was already outlined that the emphasis on the different quality objects may vary, depending on the choice of quality perspective. The internationalisation objectives of the institution also influence this emphasis. For example: if an institution promotes staff mobility as the main internationalisation activity, the provision of information to foreign students will have less emphasis.

On the basis of the objectives, the list of measurement items can be completed. For each item the corresponding value awarded by the institution can be defined. This may imply that some items can be totally or partially ignored.

- **B Definition of the quality of the activities.**

Then, the actual quality of the activities should be assessed. For this purpose information should be obtained by means of research instruments such as document analysis, questionnaire surveys and interviews, and from information sources such as international relations officers, programme coordinators, lecturers, students, graduates, organisations accommodating trainees and foreign partner institutions.

It is explicitly not intended that one person completes the list and assesses the quality in terms of his or her own views. The information that is necessary to define the scale position of a study programme for a given measurement item should be collected by means of various instruments and from various data sources.

Another possibility is that the list is completed independently by several persons, who afterwards discuss the various judgements and reach an agreement. In this way, a clear view is provided of the state of affairs with regard to the quality of internationalisation. An additional effect is that insight is gained into the different opinions of specific actors (international relations officers, lecturers, managers) or specific sectors or study programmes.

- **C Strengths and weaknesses**

By means of relating the value awarded to each item (see A) to the actual score (see B), an overview is obtained of the strengths and weaknesses of the study programme in the area of internationalisation.

- **D Quality improvement**

In order to give shape to the quality improvement, on the basis of the strength/weakness analysis, the institution should formulate an action plan for the (further) improvement of the quality of the internationalisation activities. Improvements can only be realised on the basis of an analysis of the causes of the problem. Quality-related problems may be caused by various factors. Improvement proposals are only useful if the proposed activity is aimed at removing the causes of the problem. Such an analysis and the corresponding improvement proposals and policy intentions form the starting point for the further improvement of the quality, and for that reason deserve explicit mention.

By completing steps A through D an outline of the current state of affairs of the quality of internationalisation activities will be provided, as well as an indication of the areas in need of improvement over the next period. The results of this instrument for self-diagnosis can be used for a chapter on internationalisation in the self-evaluation report. In such a chapter it is advisable to first describe the current state of affairs, including where the strengths and weaknesses can be found. Furthermore, a description should be given of the

causes of the problems that were identified. Most importantly, the proposed actions for improvement should be described; that is, the policy intentions should be formulated.

4.2.3 The instrument

4.2.3.1 Educational subsystem

1 Conceptual context	Rating - ++	Comments
1.1 The professional profile contains an up-to-date description of the international aspects of the profession, and/or is aligned with internationally defined requirements with regard to the profession.	00000	
1.2 The profile of the study programme is aligned with the above-mentioned professional profile and therefore explicitly lists the aspects and goals of the programme that have an international character.	00000	
1.3 The exit qualifications of the programme reflect both international professional requirements and more general educational goals with regard to internationalisation (eg command of languages, intercultural tolerance, etc).		

2 Curriculum	Rating - ++	Comments
2.1 The international dimension of the programme is operationalised within the curriculum in terms of international knowledge, skills and attitudes to be acquired.	00000	
2.2 Next to the subject-related educational goals, the curriculum determines goals concerning the multicultural society, cross-cultural skills, the command of one or more foreign languages, etc.	00000	
2.3 Foreign literature and cases (examples) from an international context are part of regular parts of the curriculum as well.	00000	
2.4 (Units of) study programmes with an international dimension form an integral part of the curriculum and belong to the regular study load.	00000	
2.5 Units of study (or practical placements) carried out abroad link up with the study programme in The Netherlands, fit within the final objectives of the programme and are recognised.	00000	

3 Learning process	Rating -- ++	Comments
3.1 International study programmes contribute to knowledge and understanding of foreign and international regulations, developments, systems and situations, but also to the capacity to compare, analyse and assess these issues.	0 0 0 0 0	
3.2 International study programmes are (if possible) open to both domestic and foreign students.	0 0 0 0 0	
3.3 Teaching methods and study activities within international study programmes stimulate collaboration between domestic and foreign students.	0 0 0 0 0	
3.4 Practical placements abroad offer the possibility to accumulate (practical) experience and skills relevant for the international professional profile.	0 0 0 0 0	
3.5 The academic achievements (of both domestic and foreign students) in international programmes are tested and assessed in accordance with the general rules, procedures and criteria prevailing in the institution.	0 0 0 0 0	

4 Enrolment	Rating -- ++	Comments
4.1 The <i>hogeschool</i> offers compensation courses to newly enrolled students that do not have sufficient command of one or more foreign languages.	0 0 0 0 0	
4.2 The <i>hogeschool</i> offers courses in the country's language and culture to foreign students.	0 0 0 0 0	
4.3 The <i>hogeschool</i> applies criteria to the admission of foreign guest or exchange students.	0 0 0 0 0	
4.4 The <i>hogeschool</i> applies criteria to the admission of domestic students into international programmes taught in a second language.	0 0 0 0 0	

5 Transfer	Rating -- ++	Comments
5.1 Units of study carried out abroad are 'do-able' and in principle do not lead to prolongation of the total course of study.	0 0 0 0 0	
5.2 Units of study for foreign students are 'do-able'.	0 0 0 0 0	
5.3 With regard to the recognition of study/practical training periods abroad, agreements are made with students (requirements, number of credits) before departure, on the basis of their study or training plans.	0 0 0 0 0	

5.4 Students receive preparation for their study/training period abroad (as regards content, courses in language/culture, etc).	0 0 0 0	
5.5 The responsibilities for counselling and academic supervision of students abroad are agreed upon and fixed with the partner institution.	0 0 0 0	
5.6 With regard to foreign students, it is agreed upon who takes care of social guidance, mentoring, academic counselling, etc.	0 0 0 0	

6 Graduates	Rating - ++	Comments
6.1 Graduates are able to function in an international labour market.	0 0 0 0	
6.2 Graduates have an active command of at least one foreign language.	0 0 0 0	
6.3 Graduates have an open attitude towards other cultures and sufficient cross-cultural skills to be able to communicate and cooperate with people from other cultures or countries.	0 0 0 0	
6.4 The <i>hogeschool</i> confers an international diploma supplement to all graduates.	0 0 0 0	
6.5 The <i>hogeschool</i> regularly investigates how many of its graduates secure a job abroad or in an international organisation/environment.	0 0 0 0	
6.6 The <i>hogeschool</i> regularly investigates (eg among graduates and employers) to what extent the study programme meets the demands of the international labour market.	0 0 0 0	

4.2.3.2 Organisational subsystem

7 Organisational structure and arrangements	Rating - ++	Comments
7.1 It has been determined who is/are responsible for internationalisation and what the division is of the various responsibilities (final, policy and administrative)	0 0 0 0	
7.2 The division of internationalisation tasks at the central and the faculty (sectoral) level, and at the level of study programmes, is explicitly determined.	0 0 0 0	
7.3 The communication structure and the procedures for decision making with regard to internationalisation are explicitly determined.	0 0 0 0	

8 Policy	Rating -- ++	Comments
8.1 The mission statement of the <i>hogeschool</i> reflects the international ambitions of the institution.	0 0 0 0 0	
8.2 The <i>hogeschool</i> has a policy plan for internationalisation.	0 0 0 0 0	
8.3 The policy plan for internationalisation defines the relationship between internationalisation and the achievement of the main goals and functions of the institution.	0 0 0 0 0	
8.4 The policy plan for internationalisation policy indicates at which aspects the internationalisation is targeted (students, staff, curriculum, <i>etc</i>) and the cohesion between these aspects.	0 0 0 0 0	
8.5 Concrete policy goals (<i>eg</i> target numbers) have been formulated for the internationalisation of the <i>hogeschool</i> as a whole and of the individual faculties and study programmes.	0 0 0 0 0	
8.6 All faculties and programmes indicate in their planning which activities they aim to carry out in the context of the goals set for internationalisation.	0 0 0 0 0	
8.7 For each activity with an international character the costs are indicated.	0 0 0 0 0	
8.8 Sufficient means and stimulation funds are reserved in the budget for implementation of the policy goals.	0 0 0 0 0	
8.9 External subsidies are used for the objectives for which they were requested.	0 0 0 0 0	
8.10 The expenditure of external subsidies is reported in a quick, efficient and reliable manner.	0 0 0 0 0	
8.11 The internationalisation policy is regularly evaluated, and adjusted and/or further developed on the basis of these evaluations.	0 0 0 0 0	

9 External orientation	Rating -- ++	Comments
9.1 There is an up-to-date overview of all institutional contacts and agreements with foreign partner institutions, including the areas or disciplines involved.	0 0 0 0 0	
9.2 The institution applies selection criteria to the starting of cooperation with new foreign institutions (and takes the internal quality assurance system of the partner institution into consideration in this respect).	0 0 0 0 0	

9.3 The institution regularly evaluates the quality and effectiveness of cooperation relationships with foreign partner institutions and considers the continuation of the relationship accordingly.	00000	
9.4 Cooperation with foreign institutions takes place on the basis of formal cooperation agreements, in which mutual obligations and agreements with regard to recognition, certification, <i>etc.</i> , are laid down.	00000	
9.5 Study programmes of the institution maintain contact with the international professional field, <i>eg</i> international professional organisations.	00000	
9.6 Study programmes of the institution have a network of contacts for practical placements abroad with foreign institutions/firms.	00000	
9.7 Practical placements abroad are organised on the basis of an agreement between the institution and the foreign institution offering and/or supervising the practical placement.	00000	
9.8 The institution maintains contacts at the (inter)national level, for the gathering of information concerning internationalisation (international relations fora, ministries, national agencies, EAIE, EC, <i>etc.</i>)	00000	

10 Internal system of quality assurance	Rating - ++	Comments
10.1 The institution has a clear perception of the relationship between internationalisation and (the improvement of) the quality of education.	00000	
10.2 The quality assessment of international study programmes is part of the regular quality assurance system.	00000	
10.3 There are agreements (within the study programme and with partner institutions) about the way in which the quality and the output of study abroad periods and internships abroad are assessed, and by whom.	00000	
10.4 The institution involves international experts or partners in its quality assurance activities.	00000	
10.5 In the case of joint or double degree programmes it is clear under whose authority accreditation takes place.	00000	

4.2.3.3 Prerequisites and conditions

11 Information	Rating – ++	Comments
11.1 The study guides of all faculties/study programmes indicate the opportunities for study/practical training abroad for domestic students.	0 0 0 0 0	
11.2 General information on study abroad is available and accessible to all students: there is/are one or more clearly recognisable information centre(s).	0 0 0 0 0	
11.3 The institution has staff members who provide information on study abroad and who advise students in making their choices.	0 0 0 0 0	
11.4 The institution provides lists of foreign partner institutions and the courses which can be attended there in the context of the curriculum of the home institution.	0 0 0 0 0	
11.5 There are lists available with addresses and contact persons for practical placements abroad.	0 0 0 0 0	
11.6 The institution has one or more information centres for foreign students.	0 0 0 0 0	
11.7 The institution offers information to foreign students on the institution, study possibilities, enrolment, regulations with regard to credits and recognition, accommodation, etc.	0 0 0 0 0	

12 Personnel	Rating – ++	Comments
12.1 A sufficient number of staff members are well versed in the international aspects of their discipline.	0 0 0 0 0	
12.2 A sufficient number of staff members have an active command of one or more foreign languages.	0 0 0 0 0	
12.3 A sufficient number of staff members are motivated and committed to internationalisation within their programme.	0 0 0 0 0	
12.4 A sufficient number of staff members can cope with cultural diversity and have cross-cultural skills.	0 0 0 0 0	
12.5 Foreign staff members are – temporarily or permanently – part of the teaching staff and collaborate with the local staff members.	0 0 0 0 0	

13 Personnel policy	Rating -- ++	Comments
13.1 Selection and appointments are targeted at recruiting sufficient staff members that are well versed in the international dimensions of their discipline.	00000	
13.2 In the regular process interviews with regard to the functioning of staff, attention is paid to the knowledge and dedication of staff members with regard to the international aspects of their discipline.	00000	
13.3 Staff members are offered the possibility to follow additional training in the international dimensions of their discipline and in foreign languages.	00000	
13.4 Staff members are offered the possibility to work abroad for a given period without losing tenure.	00000	
13.5 Staff members have the opportunity within their job description and time allocation, to be internationally active.	00000	
13.6 The goals of the selection and appointment policy include the recruiting of foreign personnel.	00000	

14 Infrastructure/facilities	Rating -- ++	Comments
14.1 Accommodation facilities for foreign students have been established and are managed and coordinated.	00000	
14.2 Study facilities (computers, libraries, etc) are available and accessible to foreign students.	00000	
14.3 Information systems are accessible to foreign students.	00000	
14.4 International computer networks (for international communication and consulting of international databases) are accessible to staff members and students.	00000	
14.5 The institution assists students and staff members in making arrangements for travel, insurance, etc.	00000	

Originally developed by the Working Group 'Quality Assurance in HBO' of the International Relations Forum for Hogescholen, consisting of:

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Petra van Dijk, Rotterdam Polytechnic (chair)

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D

Information management

One can not speak about information management without giving special attention to what is happening on the level of electronic media.

I am well aware of the fact that opinions about the importance of these media vary, I have to confess that I believe in a revolution in the sphere of information as such, though I doubt that the description „2nd Gutenberg Revolution“ gives us only the right connotations.



Johannes Gutenberg

Special reverence to some of these new media will be given by Jur Schurman and Uli Hake, so I try to be as classical as possible with my statement.

My introduction into „Information Management“ differentiates between **incoming** and **outgoing** information.

I would like to start with the **incoming** information.

There we have 4 different problems

1. **Selection**, Which information is important, which not ? This seems to be a serious management challenge in various of our offices, as we all seem to be flooded and overwhelmed with all sort of papers, e-mails, faxes, brochures.
2. **Distribution** How to get it to the right place ?
3. **Retrieving** How do we find information we received a while ago ?
4. **Inquiries** How do we find information we haven't been sent ?

I will not talk about a wonderfully organized archive and the beauty of a information center where you store and register all incoming brochures, although of course we try to have both.

Now we can see that there is a big advantage within all the electronic media in all 4 categories.

Selection: Filtering can be done by automatic devices

Distribution Forwarding, messages to groups of recipients without using a copier
Blue prints in files can be standardized.

WWW has search engines.

There is just one big issue, which is, that crucial information can not be obtained in that environment, no bilateral agreements, no letters of endorsement, not even all the calls for proposals are to be found in the INTERNET.

Problem of authenticity (will vanish soon, technical basis is there, most probably with the commercialization of the net)

Problem of completeness (e.g. Brussels, which DG are on the Net, example DAAD)

Another phenomenon that goes along with the electronic information is a lacking depth (I will mention later that electronic media are not necessarily reading media, which is the one thing) here I want to express that there is often a certain superficiality, which has advantages (it is more easy going, example contacting your colleague in Norway or in the US, for a little question) on the other hand, if you really need an information for example on a certain program, you want to browse through the Vademecum itself (eventual solution slip-file to print out the original document from the net).

I want to especially mention the challenge regarding the dissemination of information on campus in the framework of the SOCRATES-program.

We do of course not set the standards of this program, so it is incoming information we have to distribute to all scientists and departments involved.

Still it is rather an outgoing information problem, as it turned out that even among those scientists, who are quite integrated into ERASMUS, the knowledge about what awaits them according to the new parameters isn't quite as popular as people in Brussels might think.

So it is not so much a problem of dissemination, but also an almost journalistic job of making things more comprehensible and being very updated.

Our answer to this is an interactive WWW-server, which Uli is going to present to you later.

The **outgoing** information has a different catalog of problems to be focused on:

1. **Format** Who reads it ? Bad example: syllabus, other example Study guide, Webserver

2. **Distribution** Partner institutions, departments, central governing institutions

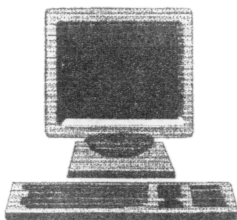
3. Economy, Efficiency How much costs the mailing ? Proportion between relevance of the information and the cost and velocity of the dissemination.

Here as well the electronic media beat the rest in some categories, maybe not in all.

I think that not even the most multi-media oriented information package on the Web can beat a well made brochure. Reading is fun, or can be fun but I do not think it is fun if you read from the screen of a computer.

Your presence on the Web (for example) should serve the aim of being present for anybody who makes an inquiry.

ELECTRONIC SOURCES ON WWW



➡ Europa (<http://www.cec.lu/>)

➡ DG XII home page
(<http://www.cec.lu/en/comm/dg12/dg12tst2.html>)

➡ DG XIII: I'M EUROPE
(<http://www.echo.lu/>)

➡ CORDIS (<http://www.cordis.lu/>)

➡ TMR
(URL:<http://www.cordis.lu/tmr/home.html>)

INFORMATION SOURCES

› **Official Journal (OJ, JO)**



› **Le Magazine, EAIE and other newsletters**

› **existing European partners**

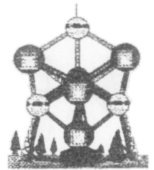


› **conferences and meetings e.g. EAIE Budapest**

› **national contact points / agencies**

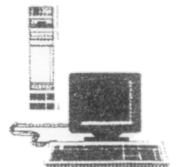


› **national liaison offices in Brussels**



› **databases, e.g. CORDIS (research) via ECHO**

in Luxembourg



› **Internet discussion lists e.g. Inter-EU**

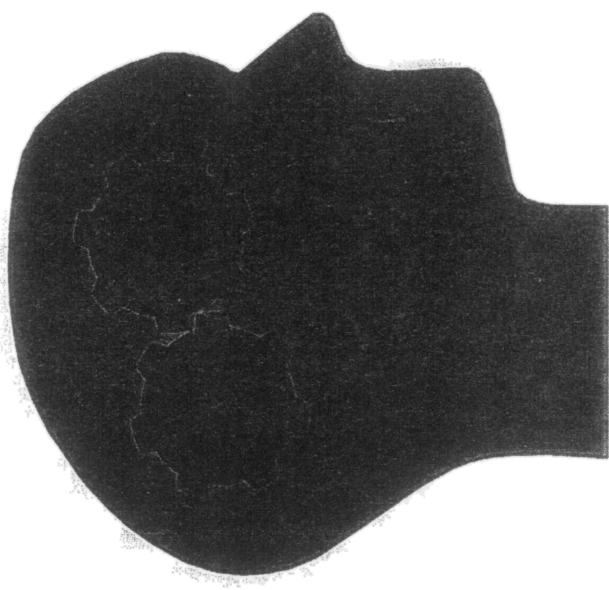
INFORMATION MANAGEMENT IN INTERNATIONAL RELATIONS OFFICES

54

in- and out going information,
the asset of knowing first and getting the
right information to the right place

THE 2ND GUTENBERG REVOLUTION?

One can not speak
about information
management without
giving special
attention to what is
happening on the level
of electronic media.



WHAT SORT OF INFORMATION GETS TO OUR DESKS?

- ≡ print media
- ↙ phone calls
- ↘ e-mails
- ↙ spoken information
(meetings)

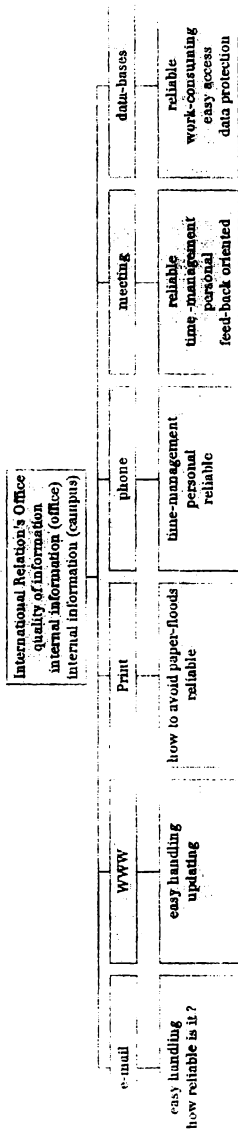


INCOMING INFORMATION

1. ***Selection:*** Which information is important, which not ?
2. ***Distribution:*** How to get it to the right place ?
3. ***Retrieving:*** How do we find information we received a while ago ?
4. ***Inquiries:*** How do we find information we haven't been sent ?

INCOMING INFORMATION

Management of incoming information

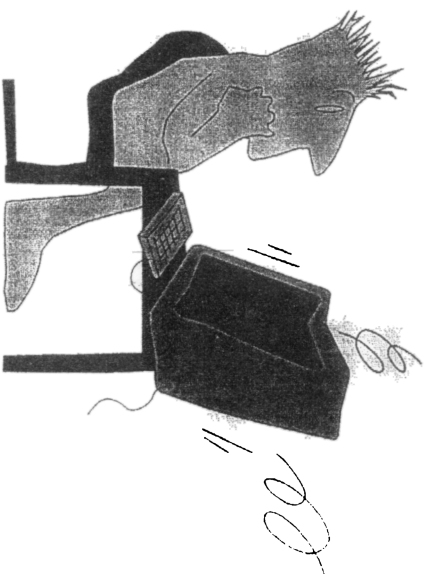


OUTGOING INFORMATION

1. *Format* Who reads it ? Bad example: syllabus, other example Study guide, Webserver
2. *Distribution* Partner institutions, departments, central governing institutions
3. *Economy, Efficiency* How much costs the mailing ? Proportion between relevance of the information and the cost and velocity of the dissemination.

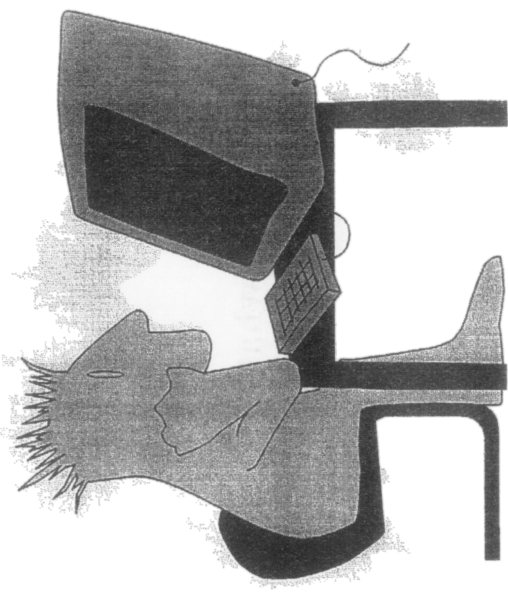
WHAT SORT OF INFORMATION DO WE WANT TO PROVIDE ?

- Campus relevant information
- International Programs offered
- Funding
- who does what ?
- concrete information people asked for

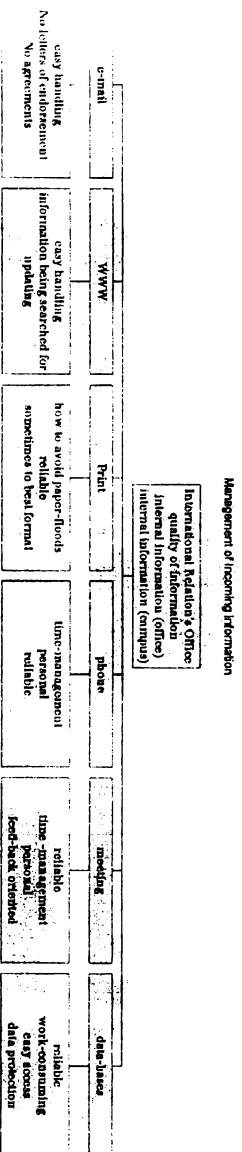


WHICH MEANS OF COMMUNICATION FOR WHICH SORT IF INFORMATION ?

- target group
- how to get them immediately
- how to do it most economically
- how to do it most reliably



OUTGOING INFORMATION



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